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ABSTRACT

The results of a 1985 survey of members of the Council of State Directors of Programs for the Gifted are presented. The survey was designed to portray the status of gifted education across the nation. Responses are presented (largely in table form) from members representing 48 states and the District of Columbia on three major topic areas (sample subtopics in parentheses): (1) state level information (specific placement of gifted and talented education in the State Department of Education, responsibilities of state directors, states' definitions, state certification requirements, funding provisions, and requirements for early entrance to school); (2) program information (funding, program models, program standards, most needed improvements, research efforts, provisions for low income and minority students); and (3) special initiatives (state supported summer programs and Saturday/after school programs, teacher training institutes). (CL)

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# THE STATE OF THE STATE'S GIFTED AND TALENTED EDUCATION

The Council of State Directors
of Programs for the Gifted

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Prepared by

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Station # 23
Augusta, Maine 04333

2nd Edition

ED 288343

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## EXECUTIVE SUMMARY

The Council of State Directors of Programs for the Gifted conducted a survey of its members in the fall of 1985. This document reports the results of this survey. Its purpose is to compile basic information on the states in order to gain an accurate portrait of gifted education throughout the Nation. Forty-eight states and the District of Columbia responded. We hope that this information is helpful to people interested in the growth and development of gifted and talented programs.

Patricia O'Connell 1985-86
President
Council of State Directors
of Programs for the Gifted

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# STATE LEVEL INFORMATION

I

1. Where is Gifted and Talented housed in the Department of Education?

| | SPECIAL EDUCATION | CURRICULUM | SPECIAL PROGRAMS | OTHER |
|---|---|---|---|---|
| ALABAMA | X | X | | |
| ALASKA | X | | | |
| ARIZONA | | | X | |
| ARKANSAS | X | | | |
| CALIFORNIA | | | X | |
| COLORADO | | X | | |
| CONNECTICUT | X | | | |
| DELAWARE | X | | | |
| DISTRICT OF COLUMBIA | | | | OFFICE OF INSTRUCTION |
| FLORIDA | X | | | |
| GEORGIA | X | | | |
| HAWAII | | | | GENERAL EDUCATION |
| IDAHO | X | | | |

| | SPECIAL EDUCATION | CURRICULUM | SPECIAL PROGRAMS | OTHER |
|---|---|---|---|---|
| ILLINOIS | | | | DEPT. OF FEDERAL/STATE GRANTS |
| INDIANA | | | | |
| IOWA | | X | | |
| KANSAS | X | | | |
| KENTUCKY | | X | | |
| LOUISIANA | X | | | |
| MAINE | X | | | |
| MARYLAND | | X | | |
| MASSACHUSETTS | | X | | |
| MICHIGAN | | X | | |
| MINNESOTA | | X | | |
| MISSISSIPPI | X | | | |
| MISSOURI | | X | | |
| MONTANA | | | | DEPT. OF SPECIAL SERVICES |

| | SPECIAL EDUCATION | CURRICULUM | SPECIAL PROGRAMS | OTHER |
|---|---|---|---|---|
| NEBRASKA | | X | | |
| NEVADA | X | | | |
| NEW HAMPSHIRE | | | | SPECIAL SERVICES |
| NEW JERSEY | | | | GENERAL ACADEMIC |
| NEW MEXICO | | | | |
| NEW YORK | | X | | |
| NORTH CAROLINA | X | | | |
| NORTH DAKOTA | X | | | |
| OHIO | X | | | |
| OKLAHOMA | | | | G/T SECTION |
| OREGON | X | | | |
| PENNSYLVANIA | X | | | |
| RHODE ISLAND | | | | SPECIAL POPULATIONS |
| SOUTH CAROLINA | | X | | |

| | SPECIAL EDUCATION | CURRICULUM | SPECIAL PROGRAMS | OTHER |
|---|---|---|---|---|
| SOUTH DAKOTA | X | | | |
| TENNESSEE | | | X | |
| TEXAS | | | | PROGRAM QUALITY |
| UTAH | | x | | |
| VERMONT | | x | | |
| VIRGINIA | x | | | |
| WASHINGTON | | | x | |
| WEST VIRGINIA | x | | | |
| WISCONSIN | | | | |
| WYOMING | | x | | |
| TOTALS | 21 | 15 | 4 | 9 |

I

2. What is the relationship of Gifted and Talented to Programs for the Handicapped/Special Education?

| | SAME RULES | SAME FUNDS | NO RELATION | HOUSED BY NOT 94-142 | OTHER |
|---|---|---|---|---|---|
| ALABAMA | | | | X | |
| ALASKA | X | | | | |
| ARIZONA | | | | | |
| ARKANSAS | | | | X | |
| CALIFORNIA | | X | | | |
| COLORADO | | | X | | |
| CONNECTICUT | X | X | | | |
| DELAWARE | | | | X | |
| DISTRICT OF COLUMBIA | | | X | | |
| FLORIDA | X | X | | | |
| GEORGIA | | | | X | |
| HAWAII | | | X | | |
| IDAHO | | x(permissive) | | | |

| | SAME RULES | SAME FUNDS | NO RELATION | HOUSED BY NOT 94-142 | OTHER |
|---|---|---|---|---|---|
| ILLINOIS | | | | | Exec. Deputy Superintendent |
| INDIANA | | | | | |
| IOWA | | | x | | |
| KANSAS | x | x | | | |
| KENTUCKY | | | x | | |
| LOUISIANA | x | (similar) | | | |
| MAINE | | x | | x | |
| MARYLAND | | | x | | |
| MASSACHUSETTS | | | | | |
| MICHIGAN | | | x | | |
| MINNESOTA | | | x | | |
| MISSISSIPPI | | x | | | |
| MISSOURI | | | x | | |
| MONTANA | | | x | | |

| | SAME RULES | SAME FUNDS | NO RELATION | HOUSED BY NOT 94-142 | OTHER |
|---|---|---|---|---|---|
| NEBRASKA | | | x | | |
| NEVADA | | x | | x | |
| NEW HAMPSHIRE | | | x | | |
| NEW JERSEY | | | x | | |
| NEW MEXICO | | | | | |
| NEW YORK | | | x | | |
| NORTH CAROLINA | x | x | | | |
| NORTH DAKOTA | | x | | x | |
| OHIO | | x | | x | |
| OKLAHOMA | | | x | | |
| OREGON | | x | | | |
| PENNSYLVANIA | x | x | | | |
| RHODE ISLAND | | | x | | |
| SOUTH CAROLINA | | | x | | |

| | SAME RULES | SAME FUNDS | NO RELATION | HOUSED BY NOT 94-142 | OTHER |
|---|---|---|---|---|---|
| SOUTH DAKOTA | x | x | | | |
| TENNESSEE | | | | | Under State Statutes |
| TEXAS | | | x | | |
| UTAH | | | x | | |
| VERMONT | | | x | | |
| VIRGINIA | | | | x | |
| WASHINGTON | | | x | | |
| WEST VIRGINIA | x | x | | | |
| WISCONSIN | | | x | | |
| WYOMING | | | x | | |
| TOTALS | 9 | 15 | 23 | 11 | 2 |

Among the states with a relationship with Special Education for the Handicapped, there are a number of different ways that this relationship has been defined.

3. What are your job responsibilities? Give an estimate of the time you spend on various tasks. (At the end of the listing of states is the key to the columns.) Amount of time shown in each column is percentage of total.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALABAMA | | 3 | | | 5 | | 90 | 2 | | | | |
| ALASKA | x | x | | | | | | x | x | | | Compliance 66% |
| ARIZONA | | | | | | | | | | | | |
| ARKANSAS | 30 | 25 | 25 | 2 | 8 | 1 | 1 | 1 | 2 | 2 | 3 | |
| CALIFORNIA | 10 | 10 | 10 | 6 | 15 | 5 | 5 | | 10 | 4 | 4 | 20% organizational meetings, grant writing |
| COLORADO | | | | | 80 | | | | 5 | | 15 | |
| CONNECTICUT | 5 | 5 | 10 | 10 | 35 | 10 | 5 | 5 | 2 | 10 | | |
| DELAWARE | 5 | 5 | 10 | 10 | 15 | 5 | 10 | 30 | 3 | 2 | 5 | |
| DISTRICT OF COLUMBIA | 10 | 20 | 25 | 25 | | 5 | 5 | | 5 | 5 | | |
| FLORIDA | 5 | 10 | 10 | 10 | 30 | 5 | 5 | 5 | 2 | 3 | 10 | |
| GEORGIA | | | | | | | | | | | | |
| HAWAII | 10 | 5 | | 20 | 25 | 25 | 10 | | 5 | | | |
| IDAHO | | | | | | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NEBRASKA | 5 | 5 | 2 | 3 | 2 | 3 | 50 | 5 | 10 | 3 | 5 | 7%Special Programs |
| NEVADA | | | | | | | | | | | | |
| NEW HAMPSHIRE | | | 90 | | | 2 | | 5 | | | 3 | |
| NEW JERSEY | 10 | 29 | 29 | 5 | 10 | | 3 | | 5 | 2 | 5 | 20% Guidelines |
| NEW MEXICO | | | | | | | | | | | | |
| NEW YORK | | 30 | | 25 | 25 | | 5 | | 10 | 5 | 5 | |
| NORTH CAROLINA | | 5 | 20 | 20 | 40 | | 10 | | | 1 | 4 | |
| NORTH DAKOTA | | | | | | | | | | | | |
| OHIO | 10 | 30 | 10 | | 20 | | | 10 | 10 | 5 | 5 | |
| (3 people) OKLAHOMA | 20 | 45 | 10 | 50 | 50 | 5 | 10 | 25 | 15 | 15 | 25 | |
| OREGON | | | | | | | | | | | | |
| PENNSYLVANIA | 30 | 30 | 5 | | 3 | | 1 | 30 | 1 | | | |
| RHODE ISLAND | | | | | | | | | | | | |
| SOUTH CAROLINA | 60 | 10 | | 5 | 9 | 3 | 2 | | 5 | 1 | 5 | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ILLINOIS | 30 | 10 | 10 | | 5 | 5 | 3 | 5 | 5 | 2 | 5 | 20% Communications |
| INDIANA | | | | | | | | | | | | |
| IOWA | 40 | 9 | | | | 5 | | 24 | 10 | | 10 | |
| KANSAS | | 6 | 5 | 5 | 19 | | | 40 | 5 | 5 | 5 | Multi State Publications |
| KENTUCKY (2 People) | 20 | 20 | 10 | 15 | 15 | | | 14 | 15 | 15 | 81 | |
| LOUISIANA | 10 | 5 | 5 | 40 | 20 | 5 | 5 | 5 | | 5 | | |
| MAINE | 15 | | 25 | 5 | 20 | 5 | 10 | | 5 | 5 | 5 | |
| MARYLAND | 5 | 5 | 75 | | 5 | | 5 | 5 | | | | |
| MASSACHUSETTS | | | 30 | | 10 | 10 | 10 | 10 | 5 | | 5 | 20% Communication |
| MICHIGAN | 25 | 5 | 30 | 5 | 5 | 1 | 2 | 10 | 8 | 1 | 3 | 5% - forms revision |
| MINNESOTA | | 5 | 10 | 40 | 40 | 5 | | | | | 5 | |
| MISSISSIPPI | 10 | 5 | | | 50 | | | 10 | 10 | 2 | 3 | 10% Future Problem Solving |
| MISSOURI | 15 | 15 | 10 | 5 | 5 | 5 | | 10 | | | 15 | 20% Summer School |
| MONTANA | 20 | 5 | 2 | 20 | 20 | 5 | 5 | 3 | 5 | 5 | 5 | 5% Special Programs |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SOUTH DAKOTA | 2 | 3 | 5 | 20 | 30 | | 10 | 20 | 5 | 2 | 3 | |
| TENNESSEE | 5 | 5 | 15 | 50 | 10 | | | 5 | 1 | 3 | 3 | 3 |
| TEXAS | 50 | | | 10 | 5 | 10 | | 20 | 20 | | 10 | |
| UTAH | | 10 | | 10 | 60 | 5 | | | 10 | | 5 | |
| VERMONT | | | 10 | | 60 | | | 20 | 10 | | | |
| VIRGINIA | 20 | 15 | 5 | 10 | 30 | 5 | 2 | 2 | 5 | 1 | 2 | 3% parent/ prof. group |
| WASHINGTON | 12 | 10 | 10 | 15 | 20 | 5 | 10 | 1 | 2 | 5 | 10 | |
| WEST VIRGINIA | | | 50 | 5 | 5 | 2 | | | 5 | 8 | 5 | 25% document development |
| WISCONSIN | | 10 | | 10 | 60 | | 10 | | | | 10 | |
| WYOMING | 3 | | | 2 | 2 | | 10 | 75 | 3 | 1 | 4 | |

Column 1 - % of time on program approval/funding
Column 2 - evaluation of program
Column 3 - administration of special initiatives
Column 4 - teacher training
Column 5 - on-site work w/ districts
Column 6 - work w/ legislature
Column 7 - work w/ other programs (arts, science) related to G/T
Column 8 - things unrelated to G/T required by department
Column 9 - general office responsibilities
Column 10 - national organizations
Column 11 - state organizations
Column 12 - other

There is no easy way to summarize these data beyond pointing out that the State Directors around the nation have varied emphases in their jobs. This is probably related to the wide range that exists among the state laws and levels of funding and years of experience with each program.

I

4. The State Definition includes:

| | INTELLECTUAL | ACADEMIC | CREATIVE | ARTS | LEADERSHIP | PSYCHOMOTOR | OTHER |
|---|---|---|---|---|---|---|---|
| ALABAMA | X | | X | | | | |
| ALASKA | X | X | X | X | X | X | |
| ARIZONA | | X | | | | | |
| ARKANSAS | X | X | X | X | X | | |
| CALIFORNIA | X | X | X | X | X | | |
| COLORADO | X | X | X | X | X | X | |
| CONNECTICUT | X | X | X | X | | | |
| DELAWARE | X | X | X | X | X | X | |
| DISTRICT OF COLUMBIA | X | X | X | X | X | X | |
| FLORIDA | X | | | | | | |
| GEORGIA | X | | | | | | |
| HAWAII | X | X | X | X | X | X | |
| IDAHO | X | X | X | X | 29 | | |

| | INTELLECTUAL | ACADEMIC | CREATIVE | ARTS | LEADERSHIP | PSYCHOMOTOR | OTHER |
|---|---|---|---|---|---|---|---|
| ILLINOIS | X | X | X | X | | | |
| INDIANA | | | | | | | |
| IOWA | X | X | X | X | X | | |
| KANSAS | X | X | X | | | | |
| KENTUCKY | X | X | X | X | X | | |
| LOUISIANA | X | X | | X | | | |
| MAINE | X | X | X | X | | | |
| MARYLAND | X | X | X | X | | | |
| MASSACHUSETTS | X | X | X | X | X | X | |
| MICHIGAN | X | X | X | X | X | | |
| MINNESOTA | X | X | X | X | X | | |
| MISSISSIPPI | X | X | X | X | X | | |
| MISSOURI | X | X | X | X | | | |
| MONTANA | X | X | X | X | X | | |

5. Do you have a State IQ cut off? Describe your State Requirements for Identification.

| | NO | YES | IQ CUT-OFF | OBJECTIVE | SUBJECTIVE | COMMITTEE | IEP | NO REQUIREMENT | OTHER |
|---|---|---|---|---|---|---|---|---|---|
| ALABAMA | | x | S-D, 132± Wechsler 130±3 | x | | x | | | |
| ALASKA | x | | | x | x | x | x | | |
| ARIZONA | x | | | x | | | | | |
| ARKANSAS | x | | | x | x | x | x | | |
| CALIFORNIA | x | | | | | x | | | District developing plans objective/subjective |
| COLORADO | x | | | | | | | x | |
| CONNECTICUT | x | | | x | x | x | | | |
| DELAWARE | x | | | x | x | | | | |
| DISTRICT OF COLUMBIA | x | | | x | x | x | | | creative/critical thinking test - grades |
| FLORIDA | | x | 2 S-D above the means WISC-R, Standford-Binet | x | x | x | x | | |
| GEORGIA | | x | 1-3/4 S-D mean on Individual test | x | x | x | | | local norms for achievement tests |
| HAWAII | x | | | x | x | x | | | |
| IDAHO | x | | But, 98% or above | x | x | | x | | |

| | INTELLECTUAL | ACADEMIC | CREATIVE | ARTS | LEADERSHIP | PSYCHOMOTOR | OTHER |
|---|---|---|---|---|---|---|---|
| NEBRASKA | X | X | X | X | X | X | |
| NEVADA | | X | | | | | |
| NEW HAMPSHIRE | X | X | X | X | X | | |
| NEW JERSEY | X | X | | | | | |
| NEW MEXICO | | | | | | | |
| NEW YORK | X | X | X | X | | | |
| NORTH CAROLINA | X | X | | | | | |
| NORTH DAKOTA | | | | | | | |
| OHIO | X | X | X | X | | | |
| OKLAHOMA | X | X | X | X | X | | |
| OREGON | X | X | X | X | X | | |
| PENNSYLVANIA | X | X | X | | | | |
| RHODE ISLAND | X | X | X | X | | | |
| SOUTH CAROLINA | X | X | | X | | | |

| | INTELLECTUAL | ACADEMIC | CREATIVE | ARTS | LEADERSHIP | PSYCHOMOTOR | OTHER |
|---|---|---|---|---|---|---|---|
| SOUTH DAKOTA | X | X | X | | X | | |
| TENNESSEE | X | X | | | | | |
| TEXAS | X | X | X | | X | | |
| UTAH | x | x | x | x | x | | Pratical Arts<br>Psychosocial |
| NO STATE DEFINITION<br>VERMONT | | | | | | | |
| VIRGINIA | X | X | X | X | X | | PRACTICAL ARTS |
| WASHINGTON | X | X | X | | | | |
| WEST VIRGINIA | X | | | | | | |
| CRITERIA BEING DEVELOPED<br>WISCONSIN | | | | | | | |
| WYOMING | X | X | X | X | X | X | |
| TOTALS | 44 | 42 | 36 | 32 | 23 | 8 | 2 |

5. Do you have a State IQ cut off? Describe your State Requirements for Identification.

| | NO | YES | IQ CUT-OFF | OBJECTIVE | SUBJECTIVE | COMMITTEE | IEP | NO REQUIREMENT | OTHER |
|---|---|---|---|---|---|---|---|---|---|
| ILLINOIS | x | | | x | x | | | | |
| INDIANA | | | | | | | | | |
| IOWA | x | | | x | x | | x | | Use of Committee suggested |
| KANSAS | x | | | x | x | x | | | IEP required for placement |
| KENTUCKY | x | | | | | | | x | any or all of these criteria |
| LOUISIANA | | x | 135 or above | x | x | x | x | | IEP after identification, before placement |
| MAINE | x | | | x | x | x | | | Multiple criteria |
| MARYLAND | x | | | | | | | | No State requirements |
| MASSACHUSETTS | x | | | | | | | | |
| MICHIGAN | x | | | | | | | x | Multiple criteria |
| MINNESOTA | x | | | | | | | x | |
| MISSISSIPPI | | x | 120 | x | x | x | | | Auditions/work |
| MISSOURI | | x | 125 | x | x | x | | | |

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5. Do you have a State IQ cut off? Describe your State Requirements for Identification.

| | NO | YES | IQ CUT-OFF | OBJECTIVE | SUBJECTIVE | COMMITTEE | IEP | NO REQUIREMENT | OTHER |
|---|---|---|---|---|---|---|---|---|---|
| MONTANA | x | | | x | x | | | | |
| NEBRASKA | | x | 98% | x | x | | | | |
| NEVADA | | x | 98th percentile | x | x | | | | |
| NEW HAMPSHIRE | x | | | | | | | x | Multiple |
| NEW JERSEY | x | | | | | | | x | being developed |
| NEW MEXICO | | | | | | | | | |
| NEW YORK | x | | | | | | x | | |
| NORTH CAROLINA | x | | | x | x | x | x | | PL 94-142 - due process |
| NORTH DAKOTA | | | | | | | | | |
| OHIO | | x | 2SD - Standard error for measurement | x | x | | | | Checklist, creative behaviors |
| OKLAHOMA | | x | 97% must; less than 97% may | x | x | | | | |
| OREGON | x | | | x | x | x | | | |

5. Do you have a State IQ cut off? Describe your State Requirements for Identification.

| | NO | YES | IQ CUT-OFF | OBJECTIVE | SUBJECTIVE | COMMITTEE | IEP | NO REQUIREMENT | OTHER |
|---|---|---|---|---|---|---|---|---|---|
| PENNSYLVANIA | | x | 130 | x | x | | x | | Team - multidisciplinary |
| RHODE ISLAND | x | | | | | | | | Determined by LEA |
| SOUTH CAROLINA | x | | | x | x | x | | | |
| SOUTH DAKOTA | x | | | | | | | | 97% referred |
| TENNESSEE | | x | 2 S-D | x | | | x | | |
| TEXAS | x | | | | | | | | |
| UTAH | x | | | | | | | | |
| VERMONT | x | | | | | | | | |
| VIRGINIA | x | | | | | | | | Multiple criteria |
| WASHINGTON | | x | Only as a part of multiple criteria | x | x | x | | | |
| WEST VIRGINIA | | x | 2 S-D mean/stand. measure | x | x | x | x | | Economically disadvantaged, handicapped English as second language, measurerd by either performance or verbal subsections w/ stand. errors in measurement applied |
| WISCONSIN | | | | | | | | | |
| WYOMING | x | | | | | | | | |

6. What best describes your State Legislation?

| | Mandate With Funding | Mandate Without Funding | Funding, No Mandate | Enabling Legislation No Funding | Other |
|---|---|---|---|---|---|
| ALABAMA | x | | | | |
| ALASKA | x | | | | |
| ARIZONA | x | | | | |
| ARKANSAS | x | | | | |
| CALIFORNIA | | | x | | |
| COLORADO | | | | | State Board Mandate through Resolution |
| CONNECTICUT | | | x | | |
| DELAWARE | x | | | | |
| DISTRICT OF COLUMBIA | | | x | | |
| FLORIDA | x | | | | |
| GEORGIA | x | | | | |
| HAWAII | x | | | | |
| IDAHO | x | | | | |

| | Mandate With Funding | Mandate Without Funding | Funding, No Mandate | Enabling Legislation No Funding | Other |
|---|---|---|---|---|---|
| ILLINOIS | | | x | | |
| INDIANA | | | | | |
| IOWA | | | | x | |
| KANSAS | x | | | | |
| KENTUCKY | x | | | | |
| LOUISIANA | x | | | | |
| MAINE | x | | | | |
| MARYLAND | | | | x | |
| MASSACHUSETTS | | | x | | |
| MICHIGAN | | | x | | |
| MINNESOTA | | | x | | |
| MISSISSIPPI | | | x | | |
| MISSOURI | | | x | | |
| MONTANA | | | x | | |

| | Mandate With Funding | Mandate Without Funding | Funding, No Mandate | Enabling Legislation No Funding | Other |
|---|---|---|---|---|---|
| NEBRASKA | | | x | | |
| NEVADA | | | | x | |
| NEW HAMPSHIRE | | | | | State Board Manadate - Strength of State Law. Money in 87-88 through Competitive Grants - $1,000,000 |
| NEW JERSEY | | | | | |
| NEW MEXICO | | | | | |
| NEW YORK | | | x | | |
| NORTH CAROLINA | x | | | | |
| NORTH DAKOTA | | | x | | |
| OHIO | | | x | | |
| OKLAHOMA | x | | | | |
| OREGON | | | x | | |
| PENNSYLVANIA | x | | | | |
| RHODE ISLAND | | | x | | |
| SOUTH CAROLINA | x | | | | |

| | Mandate With Funding | Mandate Without Funding | Funding, No Mandate | Enabling Legislature No Funding | Other |
|---|---|---|---|---|---|
| SOUTH DAKOTA | x | | | | |
| TENNESSEE | x | | | | |
| TEXAS | | | x | | |
| UTAH | | | x | | |
| VERMONT | | | | | |
| VIRGINIA | x | | | | |
| WASHINGTON | | | x | | |
| WEST VIRGINIA | x | | | | |
| WISCONSIN | | x | | | |
| WYOMING | | | x | | |

7. Do you require special certification for Gifted and Talented teachers?

| | NO | YES |
|---|---|---|
| ALABAMA | | University certification in G/T - M.ed level |
| ALASKA | x | |
| ARIZONA | x | (being written) |
| ARKANSAS | | Competency based - proposed to regulatory authorities<br>18 G/T graduates hours |
| CALIFORNIA | x | |
| COLORADO | x | |
| CONNECTICUT | x | (in process for 85-86) |
| DELAWARE | | x |
| DISTRICT OF COLUMBIA | x | |
| FLORIDA | | 9 semester hours in gifted, guidance, nature and needs, curriculum |
| GEORGIA | | 15 hours or 3 courses: 1) tests and measurement; 2) materials and curriculum; 3) understanding and skills of G/T |
| HAWAII | x | |
| IDAHO | x | |

| | NO | YES |
|---|---|---|
| ILLINOIS | * x | Must meet specific standards if salary is in excess of $300 claimed |
| INDIANA | | |
| IOWA | x | |
| KANSAS | | x |
| KENTUCKY | | 12 hours G/T endorsement if certified after 1984 |
| LOUISIANA | | x |
| MAINE | | 2 years teaching experience, training institute or equivalent |
| MARYLAND | x | |
| MASSACHUSETTS | x | |
| MICHIGAN | x | |
| MINNESOTA | x | |
| MISSISSIPPI | | Materials and methods - 3 hours<br>Psychology/education of gifted - 2 hours |
| MISSOURI | x | |
| MONTANA | x | |

| | NO | YES |
|---|---|---|
| NEBRASKA | x | |
| NEVADA | x | |
| NEW HAMPSHIRE | x | |
| NEW JERSEY | x | |
| NEW MEXICO | | |
| NEW YORK | x | |
| NORTH CAROLINA | | 18 hours - 6 exceptional, 12 gifted, along with standard existing certification |
| NORTH DAKOTA | | 9 graduate hours or 2 years in the classroom |
| OHIO | x | |
| OKLAHOMA | x | |
| OREGON | x | |
| PENNSYLVANIA | x | |
| RHODE ISLAND | x | |
| SOUTH CAROLINA | x | |

| | NO | YES |
|---|---|---|
| SOUTH DAKOTA | | 1986-1987 - 12 hours in gifted |
| TENNESSEE | | Elementary - Special Ed.<br>Secondary - certification in area or Special Ed. |
| TEXAS | x | |
| UTAH | x | |
| VERMONT | x | |
| VIRGINIA | x | |
| WASHINGTON | x | |
| WEST VIRGINIA | | 18 hours with 6 practicuum |
| WISCONSIN | x | |
| WYOMING | x | |

I

8. Describe any special features of your legislation

ARKANSAS: 1) Reimbursement for up to 5% of district's total K-12 admission. 2) .25 wt. x # of G/T's identified and served X LEA local table rate (table rate = State Base Equalization rate at annual rate minus local district's resource rate. 3) Penalty clause. 4) 10% of total state budget ($600,000) may be used for statewide Development Services.

CALIFORNIA: 1) The long-term (since 1961) interest in potential as well as demonstrated ability. 2) Requirement of one person in participating district being responsible for fiscal management, identification, program standards, and evaluation and records. 3) Parent involvement required in planning and evaluating programs.

COLORADO: Gifted child education is mandated by State Board resolution . . . but not by any legislative action. The State Legislature, however, in April, 1985, did provide for the appropriation of $200,000 for G/T for each of the next two years (1985-1987). The money will be used to identify exemplary programs and then disseminate their practices.

CONNECTICUT: Separate definitions for arts and academics.

WASHINGTON D.C.: Definition of G/T
Identification of Gifted Students
G/T program requirements

DELAWARE: Legislation is "enabling" so we must continue to solicit funds yearly.

IDAHO: When the word, 'handicapped,' was changed in the Idaho law, and the word, 'exceptional,' replaced it (early 1970's), it allowed for 'academically talented' to be included. Rules then referred to G/T as exceptional students.

ILLINOIS: 1) Formula method of funding: 5% of district average daily attendance used to fund program. 2) Personnel method: $5,000 for each full-time gifted education teacher or coordinator. 3) Statutory Advisory Council on Education of Gifted Children - 7 members serving 4 year terms. 4) Traineeships encourage a greater number of teachers in science and mathematics in elementary and secondary schools. 5) Fellowships awarded for graduate study leading to improved competency in the education of gifted and talented children.

MASSACHUSETTS: It states that the Office for G/T provide technical assistance, resources, and consultants to local school districts.

MICHIGAN: Money is provided through the State Aid Act (school funding bill). All of our "legal rights" are included in that language.

MINNESOTA: Funding this year was provided for a Gifted Program Study. This study mandated development of guidelines, assessment of district programs, etc.

MAINE: Includes the arts. Very open-ended. In the process of developing the rules - training funds are available to ease implementation of new mandate.

NEBRASKA: Only those schools that qualify for equalization aid can receive G/T funding.

NEW JERSEY: Proposed legislation (A623). Categorical funds to every LEA for identified gifted students (no more than 10% of the school population based upon a .07x per pupil expenditure).

NORTH CAROLINA: LEAs are allowed to develop Group Education Program (GEPs) or IEPs. A GEP is defined as a description of an instructional program that is appropriately differentiated for a group of two or more academically gifted students who share similar academic characteristics and/or program needs. The required components of the GEP further explain the program content, program goals, methodology and evaluation.

OHIO: Units based on a formula are allocated to school districts for both coordinators and teachers of gifted when they have documented at least one school year of progrm on local funding. The formula provides at least 80% of the cost, and might be up to 100% in poorer districts. We now have 380 units for a total of $9.9 million.

OKLAHOMA: Allows all five areas for gifted/talented, but mandates I.Q. without multicriteria (86-87 school Year).

RHODE ISLAND: Permissive legislation - if LEA accepts state funding, then LEA must comply with State regulations.

SOUTH DAKOTA: Mandated only for grades 1-12. Districts are not required to send students to out-of-district programs, nor to pay transportation costs beyond what all students receive. Both may be done if a district determines it necessary to provide an appropriate program.

TENNESSEE: Gifted is listed as other handicaps.

TEXAS Commissioner may use 10% of district allocations for special projects related to teacher training.

UTAH: G/T comes under Special Purpose Optional programs and is one of 15 programs where the money may be used in any one or all of the fifteen. Flexibility is the district superintendent's rational.

WISCONSIN: 1) State Superintendent to develop guidelines for LEAs to use in identification of gifted and talented. 2) LEAs must provide access to G/T programs (access needs to be defined by SEA before law is applicable in 9/88). 3) LEA must report to SEA number of students participating in G/T programs.

WYOMING: Footnote attached to school foundation program budget appropriating funds for G/T through a formula. Present funding expires 6/86.

# PROGRAM INFORMATION

RHODE ISLAND: Permissive legislation - if LEA accepts state funding, then LEA must comply with State regulations.

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WYOMING: Footnote attached to school foundation program budget appropriating funds for G/T through a formula. Present funding expires 6/86.

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9. DESCRIBE HOW YOUR PROGRAM IS FUNDED

ALABAMA: Through Special Education funds, by child count.

ARIZONA: Gifted programs fall under Group B category of funding. This includes many other programs which are mandated, but districts decide how much money from this source will be spent on which programs.

ARKANSAS: Districts make application in accordance with SEA guidelines. Approval granted for paperwork and district is monitored at least once every 3 years. Funds are generated for two types of programs. Developmental - $200 x 5% of LEA's AD(K-12). Minimum funding - $5,000, Maximum funding - $75,000. Operational funding - max. 5% K-12 ADM identified and served times .25 add-on weight x LEA: local table rate.

CALIFORNIA: A combination of per pupil funding (for districts with 50 or fewer G/T children - $140 - $180/year) and a series of funding formulas based on the total average daily attendance of the school district. Average funding statewide - $84/pupil/year.

COLORADO: a) 1.0 State Coordinator - Funded through Chapter II monies.
b) The legislative package of 2 million for each of the next two years (of which G/T is about $200,000 per year) was funded by a decision of local school districts to leave a portion of their general fund monies with the Dept. in order to tackle several state-wide priorities. So the g/t project was actually not a new monies piece of legislation. The project, of course, terminates after 2 years . . . at which time it is hoped that the information gathered will provide the basis for some substantial funding from the legislature.

CONNECTICUT: 30% to 70% reimbursement, depending on wealth of LEA.

FLORIDA: Through the Full Time Equivalency program as provided by the legislature.

WASHINGTON DC: Chapter 2 Education Con. Imp. Act
Regular Budget

DELAWARE: Legislation is "enabling," so we must continue to solicit funds yearly. At the present time, districts receive money based on the total number of pupils (excluding handicapped) in the district. Now, each district gets money for teacher units (about $24,000), for each group or fraction thereof of 1,000 students.

GEORGIA: Ratio of 22 students to one teacher unit.

HAWAII: G/T funds 1985-1986 B&C equipment and supplies - $121,093. Direct allocation from legislature. Hawaii is a one state school system funded by legislative appropriations. There are only G/T positions at the intermediate level funded out of G/T money. At the elementary level, G/T positions come out of Instructional Resource Augmentation funds. Principals have a certain number of off-rate positions that they can use to meet the unique needs of their school. Presently, there are approximately 160 elementary IRA teachers in G/T programs. At the high school level all G/T positions come out of regular funds.

IDAHO: State Funds at 80% of salary for facilitators of gifted with limitations of one funded position for a district of 2,000 school population up to a maximum of 10 per district.

ILLINOIS: Annual state appropriations.

IOWA: Additional local property tax, which is not available to districts without state-approved G/T programs.

KANSAS: $13,000 per full time teacher appropriately certified and working with a program for the gifted, plus 80% of all transportation for students or for instruction by teachers.

KENTUCKY: Unit funding based on total district pupil population.

LOUISIANA: Legislature appropriates funds on a yearly basis. Total allotment for G/T is distributed to 66 school districts based on student G/T enrollment in each district.

MARYLAND: There is no funding passed on to LEAs. The Maryland Summer Centers for Gifted and Talented students program is administered by the MSDE and supported with State funds and student tuition fees. The two state positions and major statewide activities are also supported with State funds.

MASSACHUSETTS: $70,000 line item to create & monitor an office for G/T is in the State budget.

MICHIGAN: Formula: 53% x 5% of the student membership K-12 with a minimum grant of $5,000, upon application to the Department of Education.

MINNESOTA: Districts complete a 3-question application and receive $40.00 per gifted student for a maximum of 5% of district enrollment.

MAINE: It is a categorical program under Special Education funding. The LEAs report their program costs in an annual application. The programs are supported with local funds and two years later they receive back these funds.

MISSISSIPPI: Funding is for teacher unit salaries based on number of students/ teacher. There is some additional support services funding, but it rarely "makes it" to the G/T program.

MISSOURI: 50% funding on project applications. Unlimited funds, costs for gifted comes off the top of the foundation program.

MONTANA: $100,000 per year on a competitive grant basis.

NEBRAKSA: The legislature appropriates approximately $500,000 yearly. That amount is divided among schools that apply for reimbursement - that meet Rule 3 criteria - and that qualify for equalization aid.

NEVADA: Through State Special Education program units, however, all handicapped students in the district must be served first in accordance with 94-142.

NEW HAMPSHIRE: State budget includes 1.5 million as one of the governor's initiatives in his "Excellence in Education" program (to be used in FY 86 & 87). The Dept. of Ed.'s budget includes $100,00 (FY86) and $200,000 (FY87) for projects and funding for a full-time consultant, secretary, benefits, etc.

NEW JERSEY: Presently $200,000 is awarded through a competitive grants process. If the legislation passes, the funding will be directly to the LEAs.

NEW YORK: The State appropriation for gifted education for the 1985-1986 school year will be about $9,700,000 which will be distributed to school districts by the following formula: $140 per pupil x 3% of the district's enrollment x the adjusted average daily attendance.

NORTH CAROLINA: Funding is based on headcount but the funds are non-categorical and a part of exceptional children funds. Rules and regulations explain how these exceptional children funds can be used.

OHIO: Units based on a formula are allocated to school districts for both coordinators and teachers of gifted when they have documented at least one school year of programs on local funding. The formula provides at least 80% of the costs, and might be up to 100% in poorer districts. We now have 380 units for a total of $9.9 million. The formula is: minimum state teachers salary schedule for that person, based on degree and experience, + 15% of that figure + $1,525.00

OKLAHOMA: Child count from LEAs. Basically $232 per child.

OREGON: Grant-in-aid matching funds.

PENNSYLVANIA: Same process as for programs for handicapped - 100% excess cost formula.

RHODE ISLAND: Annual state allocation is distributed to all districts based on 10% of the previous fall enrollment.

SOUTH CAROLINA: 85-86 per pupil allocation of $401. State funds will support 4.1% of student population.

SOUTH DAKOTA: School districts submit a listing of all expenses incurred except capital outlay (buildings, computers) and receive 50% of the total from the State after any special grants from any source are subtracted. This is identical to other special education programs.

TEXAS: General State fund.

UTAH: By State legislature to State Board of Education

VIRGINIA: By part of the Department of Education budget - 1 FTE position per 1000 students.

TENNESSEE: By option of services: resources - so much; day school - so much; regular classroom - so much; etc.

WASHINGTON: One percent of the student population in each school district is funded at a level of $326 per student served. This funding level is for the 1985-1986 school year and may vary each binenium.

WEST VIRGINIA: For each 1000 students in LEA 55 teacher positions are funded. For purposes of this formula, G/T students are counted 3X, therefore, 334 G/T students generate 55 teacher positions.

WISCONSIN: 100% general purpose State revenue.

WYOMING: Formula allows local districts to apply for $150.00/child up to 3% of district's average daily attendance for identified gifted children; State has no rules or regulations to govern the program funding process.

I

10. (A) Does your State allow early entrance to school:
(B) Can students receive Carnegie units prior to ninth grade?

| | EARLY ENTRANCE | | CARNEGIE UNITS? | |
|---|---|---|---|---|
| | NO | YES | NO | YES |
| ALABAMA | X | | X | |
| ALASKA | | By individual district/policy procedure | | Allowed if approved by school district |
| ARIZONA | | District decision based on minimum requirements established by State law. | | District decision |
| ARKANSAS | X | | | District Decision |
| CALIFORNIA | | Under specific circumstances at age 5 | | A local option |
| COLORADO | | Local district decision | | local district decision |
| CONNECTICUT | | Most local policies do not | | Established local policies |
| DELAWARE | | Individual evaluation by psychologist | x | |
| DISTRICT OF COLUMBIA | x | | x | |
| FLORIDA | | Local districts arrange for special testing | | |
| GEORGIA | x | | X | |
| HAWAII | X | | | Summer School credit by exam |
| IDAHO | x | | x | |

| | EARLY ENTRANCE | | CARNEGIE UNITS | |
|---|---|---|---|---|
| | NO | YES | NO | YES |
| ILLINOIS | | LEAs develop/determine policies | | LEAs develop/determine policies |
| INDIANA | | | | |
| IOWA | X | | | Yes |
| KANSAS | X | | | Students take courses prior to entry to ninth grade |
| KENTUCKY | X | | X | Yes |
| LOUISIANA | | Testing at age 3<br>Established G/T Preschool program | | YES |
| MAINE | X | | X | |
| MARYLAND | | Local decision | X | |
| MASSACHUSETTS | X | | X | |
| MICHIGAN | | Local decision | | Local decision |
| MINNESOTA | | Local decision | | YES |
| MISSISSIPPI | X | | X | |
| MISSOURI | | Local School Boards | X | |
| MONTANA | | Local decision | | Local decision |

| | EARLY ENTRANCE | | CARNEGIE UNITS | |
|---|---|---|---|---|
| | NO | YES | NO | YES |
| NEBRASKA | | By score on WISC | | w/ local approval |
| NEVADA | | Age 4 | X | |
| NEW HAMPSHIRE | | Local decision | | |
| NEW JERSEY | | Local decision | x | |
| NEW MEXICO | | | | |
| NEW YORK | | Local decision | | in '86 - Regents Action Plan |
| NORTH CAROLINA | X | | | Local decision |
| NORTH DAKOTA | | YES | | |
| OHIO | | Standardized testing program<br>Local decision | x | |
| OKLAHOMA | x | | x | |
| OREGON | | YES | X | |
| PENNSYLVANIA | | Local decision | | Subject acceleration, credit by exam<br>Recognition of college credits |
| RHODE ISLAND | | Local decision | X | |
| SOUTH CAROLINA | X | | | District applied through Office of Accountability. One unit at 8th grade. |

| | EARLY ENTRANCE | | CARNEGIE UNITS | |
|---|---|---|---|---|
| | NO | YES | NO | YES |
| SOUTH DAKOTA | | Referral, evaluation, placement committee, IEP | | Placement committee & IEP |
| TENNESSEE | | Age 4 | X | |
| TEXAS | | Local decision | | Local decision |
| UTAH | X | | X | |
| VERMONT | | Local decision | | Local decision determined by elementary and secondary principals |
| VIRGINIA | | Local decision | | Prior approval by principal |
| WASHINGTON | | State regulations allow for LEA's to make provisions based on ability/needs of child | X | |
| WEST VIRGINIA | | County decision | | IEP |
| WISCONSIN | | Local decision | X | |
| WYOMING | X | | X | |
| TOTALS | 17 | 31 | 23 | 22 |

II

1. Data on programs and funding

| | # OF LEAs | # WITH G/T PROGRAMS | # OF STUDENTS | LOCAL & STATE DOLLARS SPENT | AVERAGE COST PER CHILD |
|---|---|---|---|---|---|
| ALABAMA | 130 | 106 | | | |
| ALASKA | 55 | 45 | 3.058 | | |
| ARIZONA | 224 | 224 | 15,795 | | |
| ARKANSAS | 341 | 33 | 5,368 | State only 5,000,000 | |
| CALIFORNIA | 1,029 | 428 | | 20,000,000 | $84.00 |
| COLORADO | 117 | 60 | | $200,000 | |
| CONNECTICUT | 160 | 153 | 18,000 | 12,000,000 | $448.00 |
| DELAWARE | 19 | 19 | 3,200 | 1,272,000 | $400.00 |
| DISTRICT OF COLUMBIA | 64 | 24 | 5,000 | 500,385 | |
| FLORIDA | 67 | 67 | 45,123 | 50,722,613 | |
| GEORGIA | 186 | 186 | 40,085 | 21,300,000 | |
| HAWAII | 7 | 7 | 16,727 | 2,180,476 | $16.76 |
| IDAHO | 116 | 50 | | | |

| | # OF LEAs | # WITH G/T PROGRAMS | # OF STUDENTS | LOCAL & STATE DOLLARS SPENT | AVERAGE COST PER CHILD |
|---|---|---|---|---|---|
| ILLINOIS | 998 | 805 | 109,182 | State $6,287,600 | |
| INDIANA | | | | | |
| IOWA | 436 | 187 | 7,000 | 7,000,000 | $845.000 |
| KANSAS | 76 | 76 | 11,231 | 9,862,000 | $878.00 |
| KENTUCKY | 178 | 178 | 25,000 | 10,000,000 | |
| LOUISIANA | 66 | 54 | 13,921 | 950,000 | |
| MAINE | 142 | 71 | 5,000 | 2,363,186 | |
| MARYLAND | 24 | 24 | 59,630 | 700,000 | |
| MASSACHUSETTS | 325 | 131 | 32,000 | 70,000 | |
| MICHIGAN | 568 | 496 | | 5,930,000 | |
| MINNESOTA | 434 | 407 | 53,628 | 3,097,384 | $57.21 |
| MISSISSIPPI | 154 | 121 | 12,7000 | 8,500,000 | |
| MISSOURI | 343 | 178 | 14,500 | 10,000,000 | $666.00 |
| MONTANA | 553 | 105 | 2,500 | 100,000 | |

| | # OF LEAs | # WITH G/T PROGRAMS | # OF STUDENTS | LOCAL & STATE DOLLARS SPENT | AVERAGE COST PER CHILD |
|---|---|---|---|---|---|
| NEBRASKA | 984 | 151 | 14,063 | 1,594,602 | |
| NEVADA | 17 | 8 | | 1,173,900 | |
| NEW HAMPSHIRE | | | | | |
| NEW JERSEY | 611 | 99% | 993,274 | 200,000 | |
| NEW MEXICO | | | | | |
| NEW YORK | 732 | 732 | 103,000 | 9,700,000 | |
| NORTH CAROLINA | 141 | 140 | 64,857 | 17,668,000 | |
| NORTH DAKOTA | | | | | |
| OHIO | 615 | 400 | 30,000 | 14,900,000 | |
| OKLAHOMA | 613 | 613 | 33,385 | 3,000,000 | $233.00 |
| OREGON | 306 | 120 | | | |
| PENNSYLVANIA | 502 | 460 | 74,071 | | |
| RHODE ISLAND | 40 | 29 | | 1,700,000 | |
| SOUTH CAROLINA | 92 | 92 | | 9,500,000 | $401.00 |

| | # OF LEAs | # WITH G/T PROGRAMS | # OF STUDENTS | LOCAL AND STATE DOLLARS SPENT | AVERAGE COST PER CHILD |
|---|---|---|---|---|---|
| SOUTH DAKOTA | 194 | 194 | 3,316 | 1,445,000 | $435.24 |
| TENNESSEE | 141 | 141 | 10,000± | 8,000,000 | |
| TEXAS | 1068 | 400 | | 6,900,000 | |
| UTAH | 40 | 31 | 4,000 | 580,000 | $122.00 |
| VERMONT | 400 | 80 | 1,200 | | |
| VIRGINIA | 139 | 139 | 74,194 | 22,212,547 | |
| WASHINGTON | 298 | 264 | 7,200 | 2,500,000 | 336.00 |
| WEST VIRGINIA | 55 | 55 | 8,000 | 8,000,000± | |
| WISCONSIN | 432 | | | | $3,600.00 |
| WYOMING | 49 | 35 | 2,200 | 472,243 | $194.00± |

II

2. Give the percentages of intellectual programs and arts programs. What is the dominate program model?

| | % OF PROGRAMS | | TYPE OF PROGRAM MODEL | | |
|---|---|---|---|---|---|
| | INTELLECTUAL | ARTS | PULLOUT | IN-CLASS | OTHER |
| ALABAMA | 98 | 2 | Elem | | Variety of programs 7-12 |
| ALASKA | | | x | | |
| ARIZONA | | | x | x | Acceleration |
| ARKANSAS | 95 | 5 | 85 | 5 | 3%-Advanced Placement<br>1%-self-contained, 1%-acceleration |
| CALIFORNIA | academic aspects in all programs 100% | 10% | x | x | |
| COLORADO | | | 30 | 70 | |
| CONNECTICUT | 95 | .5 | x | | Accleration, Mentor, Facilitation |
| DELAWARE | 95 | 5 | x | | 2 districts have self-contained |
| DISTRICT OF COLUMBIA | 99 | 1 | elem. | | Block scheduling in Jr. High, High School |
| FLORIDA | 100 | | majority | x | self-contained & acceleration |
| GEORGIA | 100 | | x | | |
| HAWAII | 80 | 20 | Elem. | | Secondary - acceleration |
| IDAHO | 85 | 15 | x | | |

| | % OF PROGRAMS INTELLECTUAL | ARTS | TYPE OF PROGRAM MODEL PULLOUT | IN-CLASS | OTHER |
|---|---|---|---|---|---|
| ILLINOIS | 79.97% | 21.03 | x | | Itinerant Teacher<br>Self-contained, resource center |
| INDIANA | | | | | |
| IOWA | 95 | 27 | 99% | 1% | |
| KANSAS | 100 | | | | Itinerant<br>Self-contained, Consulting, Resource, |
| KENTUCKY | 99 | 1 | 98% | 2% | acceleration, self-contained |
| LOUISIANA | 93 | 7 | x | | Resource room |
| MAINE | 95 | 5 | 1st | 2nd | mixed - accleration, A.P., etc. |
| MARYLAND | 98 | 2 | pull-out in combination | in-class | |
| MASSACHUSETTS | 95 | 5 | Pullout/ Resource combo 30% | | Enrichment - 60%, Other - 10% |
| MICHIGAN | | | x | x | Multiple options K-12 |
| MINNESOTA | 90 | 10 | Elem. | Elem | Secondary - enrichment or advanced |
| MISSISSIPPI | 97 | 16 | Elem.<br>Jr. High | | A.P. - High School |
| MISSOURI | 98 | 2 | 89 | | 6-self-contained 5-Acceleration |
| MONTANA | 95 | 10 | 1st | 2nd | 3rd - Acceleration |

| | % OF PROGRAMS | | TYPE OF PROGRAM MODEL | | |
|---|---|---|---|---|---|
| | INTELLECTUAL | ARTS | PULLOUT | IN-CLASS | OTHER |
| NEBRASKA | 95 | 5 | | | self-contained |
| NEVADA | 100 | | 1st | 3rd | 2nd - acceleration |
| NEW HAMPSHIRE | 90 | 10 | | | all - Renzulli model |
| NEW JERSEY | 40 | 10 | x | | |
| NEW MEXICO | | | | | |
| NEW YORK | | | 80-85% | | |
| NORTH CAROLINA | 100 | | | | K-3 Indirect Services<br>4-6 Enrichment/pullout<br>7-12 Special content, honors, A.P. |
| NORTH DAKOTA | | | x | | Resource room |
| OHIO | 90 | 10 | Combination | | acceleration, Honors, A.P. |
| OKLAHOMA | 95 | 5 | 52% | 48% | |
| OREGON | | | x | | |
| PENNSYLVANIA | | | 60% | 25% | 5% - Accleration/enrichment<br>5%-Self-contained |
| RHODE ISLAND | | | x | | |
| SOUTH CAROLINA | All schools have both an intellectual and an arts program | | | | |

| | % OF PROGRAMS | | TYPE OF PROGRAM MODEL | | |
|---|---|---|---|---|---|
| | INTELLECTUAL | ARTS | PULLOUT | IN-CLASS | OTHER |
| SOUTH DAKOTA | 98 | 2 | | 30% | 5%-Accleration, 65%-Resource |
| TENNESSEE | 100 | | x | x | |
| TEXAS | | | x | x | Mixed |
| UTAH | 95 | 5 | x | | |
| VERMONT | 100 | | x | x | |
| VIRGINIA | 85 | 15 | X | X | Self-contained |
| WASHINGTON | 100 | | | | Several options used |
| WEST VIRGINIA | 96 | 4 | | | Resource room |
| WISCONSIN | | | | | Acceleration |
| WYOMING | | | combined | | |

I

3. Do you have minimum program standards? Require I.E.P.s? Require program evaluations? Do you monitor the LEA programs?

| | MINIMUM PROGRAM STANDARDS | | IEP | | EVALUATION | | MONITORING BY STATE | |
|---|---|---|---|---|---|---|---|---|
| | NO | YES - TIME REQUIREMENTS | NO | YES | NO | YES | NO | YES |
| ALABAMA | | 5 hours | | x | x | | | x |
| ALASKA | x | | | x | x | | | x |
| ARIZONA | x | | x | | x | | x | |
| ARKANSAS | | To qualify for State funds<br>150 minutes | | in some cases x | | x | | x |
| CALIFORNIA | | 200 minutes weekly<br>30 weeks | x | | | x | | x |
| COLORADO | x | | x | | x | | x | |
| CONNECTICUT | | 300 minutes weekly | x | | | x | x | |
| DELAWARE | x | | x | | x | | | x |
| DISTRICT OF COLUMBIA | | 150 minutes weekly<br>twice a week | x | | | x | | x |
| FLORIDA | | | | | | | | |
| GEORGIA | | 5 hours weekly | x | | x | | | x |
| HAWAII | x | | x | | | x | | x |
| IDAHO | | 5 hours weekly | | x | | x | x | |

| | MINIMUM PROGRAM STANDARDS | | IEP | | EVALUATION | | MONITORING BY STATE | |
|---|---|---|---|---|---|---|---|---|
| | NO | YES - TIME REQUIREMENTS | NO | YES | NO | YES | NO | YES |
| ILLINOIS | | 2½ hours weekly | x | | | x | | x |
| INDIANA | | | | | | | | |
| IOWA | | x | | x | | x | | x |
| KANSAS | | x | | x | | x | | x |
| KENTUCKY | | one day (360 minutes) per week | x | | x | | | x |
| LOUISIANA | | 2½ hours | | x | | x | | x |
| MAINE | x | | x | | | x | | x |
| MARYLAND | | x | x | | x | | | x |
| MASSACHUSETTS | x | | x | | x | | x | |
| MICHIGAN | | x | x | | | x | | x |
| MINNESOTA | x | | x | | x | | x | |
| MISSISSIPPI | | 5 hours per week | x | | x | | | x |
| MISSOURI | | 3 hours weekly | x | | | x | | x |
| MONTANA | x | | x | | | x | | x |

| | MINIMUM PROGRAM STANDARDS | | IEP | | EVALUATION | | MONITORING BY STATE | |
|---|---|---|---|---|---|---|---|---|
| | NO | YES - TIME REQUIREMENTS | NO | YES | NO | YES | NO | YES |
| NEBRASKA | | x | | | | x | | |
| NEVADA | | 2½ hours weekly | x | | x | | x | |
| NEW HAMPSHIRE | x | | x | | x | | x | |
| NEW JERSEY | x | | x | | | x | | x |
| NEW MEXICO | | | | | | | | |
| NEW YORK | x | | x | | x | | | x |
| NORTH CAROLINA | | grades 1-3 - 120 minutes<br>grades 4-8 - 200 minutes<br>grades 9-12 - 250 minutes | | x | | x | x | |
| NORTH DAKOTA | | | x | | | | | |
| OHIO | | 5 hours | x | | x | | | x |
| OKLAHOMA | x | | x | | | x | | x |
| OREGON | x | | x | | | x | | x |
| PENNSYLVANIA | | x | | x | | x | | x |
| RHODE ISLAND | | x (sufficient) | x | | | x | | x |
| SOUTH CAROLINA | x | | x | | | x | | x |

| | MINIMUM PROGRAM STANDARDS | | IEP | | EVALUATION | | MONITORING BY STATE | |
|---|---|---|---|---|---|---|---|---|
| | NO | YES - TIME REQUIREMENTS | NO | YES | NO | YES | NO | YES |
| SOUTH DAKOTA | | different in each district | | x | x | | | x |
| TENNESSEE | | x | | x | | x | | x |
| TEXAS | | (must comply with state guidelines) 150 minutes | x | | | x | x | x |
| UTAH | x | | | x | x | | x | |
| VERMONT | x | | x | | x | | x | |
| VIRGINIA | | x | x | | | x | | x |
| WASHINGTON | x | | x | | x | | | x |
| WEST VIRGINIA | | x | | x | | | | x |
| WISCONSIN | x | | x | | x | | x | |
| WYOMING | x | | x | | x | | x | |

II

4. What are the greatest strengths, in your estimation, of the programs in your state?

ALABAMA: The students will receive appropriate education.

ALASKA: The teachers.

ARIZONA: There are many outstanding programs which meet the needs of the local districts and the populations they serve.

ARKANSAS: Staff development (G/T and non-G/T). Community/parent involvement. Adequate funding. SSA technical assistance program/monitoring. G/T supervisors in each of the 15 service centers.

CALIFORNIA: Sense of camaraderie and mutual support among program coordinators. Parent interest/support. Strong statewide professional organization. Higher cognitive skill based curriculum and teaching since 1962. Past use of federal grant money to train teachers (we have 10,000 teachers trained in federally supported in-service to teach critical thinking, creative problem solving, and other skills). Impact on improving total education program of school districts.

COLORADO: Presently I see a good number of districts that were formerly entrenched in limited pullout models (fragmented, part time, etc) and with students primarily named "G/T" on the basis of standardized test results. Now districts are seeking to design a more needs-based approach determining which students now have present programs that are patently inappropriate to their educational needs and then tailoring appropriate programming options responsive to those needs. (All of this without having to name or label the kid.) This is possible because of the absence of any state-mandated model requiring a rigid set of compliances in order to receive their monies. Such models are often difficult to change once they are in place and not terribly responsive to research findings.

CONNECTICUT: Flexibility to establish local programs serving local needs. A written plan in place to establish objectives, activities, and evaluation processes. A variety of local, regional, and statewide programs in the arts and academics. 154 of 168 cities and towns have approved state programs for the gifted.

FLORIDA: Mandated program by legislation. Funding provided by state. Full time program consultant at state level. Active state organization. Certification of teachers.

DELAWARE: The diversity of offerings.

GEORGIA: The Mandate, State funding, monitoring which forces schools to look at their programs, Staff Development money from the State for gifted.

HAWAII: Attention to the G/T students in Hawaii is in its beginning stages. Currently we have a State plan, State guidelines and procedures, and a resource book for G/T. Funding is very limited. Our greatest strength is that we are a one-state school system and can implement a consistent program in every district.

IDAHO: Willingness and expertise of facilitators in the districts.

ILLINOIS: The commitment of local district administrators and staff to provide gifted educational experiences of identified students with State and local resources.

IOWA: Much local planning required prior to approval. Fair degree to local autonomy.

KANSAS: Teachers, certification criteria, teacher trainers, individualized programming.

KENTUCKY: An Advisory Council - continued state funding - New mandated curriculum.

LOUISIANA: Strongly supported by a parent group which is 10,000 members strong. Support of LEA administrators. Very qualified teachers.

MAINE: Enthusiasm, integration with regular curriculum, way programs are funded and supported, flexibility.

MARYLAND: LEA programs - we are steadily developing a knowledgeable leadership cadre across the state who are working toward comprehensive programs that meet quality standards.

MASSACHUSETTS: Diversity of programs, local responsibility for standards and program content.

MICHIGAN: Diversity, built on sound planning, focus on staff development, meet needs within the local district.

MINNESOTA: Initiative of local districts and their enthusiasm for developing and implementing programs.

MISSISSIPPI: The cap on numbers of students that teachers can serve. The requirement for 5 hours per week in the G/T program. A full-time position in the Dept. of Ed.

MISSOURI: Unlimited state funding - any school can have a program so long as they meet the State's minimum standards.

MONTANA: Networking between districts. Attitude changes. Willingness to expand programs where needed. Willingness to explore G/T program options and strategies.

NEBRASKA: That there are programs expanding when Nebraska is in such a poor economic state. Number of teachers working toward a G/T endorsement is large. The large percentage of students served in a state with no mandate.

NEVADA: Teachers and parents are interested in increasing opportunities and expanding services for academically talented students.

NEW HAMPSHIRE: The commitment and excellence in teaching/instruction of many G/T teachers. The balance between State expectations and district flexibility. The support of gifted education by the Governor, State Building, State Legislation and State Department of Education.

NEW JERSEY: Differentiation of curriculum, use of local resoruces. Teacher initiative.

NEW YORK: One has to be impressed with the dedication of teachers in developing the programs.

NORTH CAROLINA: Better use is being made of the identification criteria in the past year and the services for the identified students are beginning to match the identification (ie, a student gifted in math is receiving math services). The availability of a statewide program quality evaluation model is being used to help the school system identify its strengths and needs - information that fosters long-range planning.

OHIO: The Coordinator Network is by far the strongest facet of the Ohio program. We now have onver 300 full-time coordinators who work in single and multiple district bases. They have the flexibility to not only supervise existing teachers, but to generate new programs. They have their own organization which has regional groups. They have statewide committees performing various tasks (writing curriculum for example) as necessary. The leadership works closely with the State Dept. of Ed. and with other agencies when advocacy work is indicated.

OKLAHOMA: Willingness to develop programs.

OREGON: Instruction

PENNSYLVANIA: It focuses on the need for individual planning for the gifted.

RHODE ISLAND: RI has 40 school districts. 39 school districts have some type of gifted/talented program. The programs vary greatly, but every year there is increasing knowledge about serving G/T students.

SOUTH CAROLINA: Mandate of academics and arts. Increased funding from 1.5 million dollars in 1983-1984 to 13.7 million dollars in 1986-1987. Inclusion of underachieving G/T.

SOUTH DAKOTA: Trained resource room personnel. Relationship to Sp. Ed. for mandate, program provision and funding. Influence on regular education program in terms of varying teaching strategies and meeting students at their level.

TEXAS: Legislation just changed this year - cannot answer. Developmental year greatly improves services.

UTAH: Flexibility and great educators in most districts.

VERMONT: Flexibility. Lack of straight-jacket regulations. Lack of formal identification. Quality of teachers.

VIRGINIA: Beginning to develop sequential programs related to the academic core subjects. End of pull-out unrelated activities.

TENNESSEE: Good Teachers.

WASHINGTON: Funding and flexibility of LEAs for implementation of program design.

WEST VIRGINIA: Addresses individual needs of each student. Legal requirement that students must be served. Due process rights of students and parents.

WYOMING: Local program development and expansion by local program coordinators; excellent leadership at district level.

II

5. WHAT AREA OR AREAS MOST NEED IMPROVEMENT?

ALABAMA: All areas need improvement to differing degrees.

ALASKA: Need for acceptance of "self-contained classes" and acceleration.

ARIZONA: Articulation among local school districts for successful programs and strategies.

ARKANSAS: Curriculum development (K-12), scope and sequence. Administrative support (local level). Identification procedures. Evaluation techniques.

CALIFORNIA: Funding - current funding approx. $84/yr for 200,000 G/T students in 428 school districts. Management - districts have tried to cut costs by having Directors of Sp. Ed., school principals, and others to run programs on a part-time basis. Accountability - for valid identification, adherence to program standards, budgeting control, evaluation.

COLORADO: Food for thought - I think we need to get more in touch with the neurologically referenced data attendant to learning theory and look more discriminately at the use we make of psychological testing in diagnosing student learning needs. It seems to me that the G/T establishment needs to take the lead in disestablishing the clutter of slick, acronym-laden, emperor's new clothes models purporting to provide "differentiated curricula" for the mentally elite. Perhaps we ought to begin to champion, in a more sectarian manner, that human brains need to feed and that schools ought to become more appropriate feeding stations in that cause. Most importantly, the species need is that everyone gets to feed in a manner singularly appropriate to his/her dietary dictum.

CONNECTICUT: Artistic at K-3. Bright underachievers. Evaluation. Cost effective.

DELAWARE: The diversity - as is often the case, many programs have grown from nothing. There is little organization or theoretical base for some programming. Teacher training/preparation is also in need.

WASHINGTON DC: Staff development. Education. Financial resources.

FLORIDA: Currently examining its definition and the limiting factor of the IQ. It is hoped that, by the planned activities of 85-86, perhaps a rule revision will occur.

GEORGIA: Curriculum and program evaluation. Teacher certification.

HAWAII: We need to increase the level of funding for G/T and, at a minimum, put one G/T teacher in each school in the state. At the high school level, we need teachers specifically for G/T.

IDAHO: State-level personnel. Federal funds.

ILLINOIS: Has begun to focus on early identification and low-incidence services. Additionally, districts continue to strive for comprehensive, articulated services, K-12. Although initiatives for improvement have begun, concentration in these areas will continue.

IOWA: District willingness to provide inservice for both G/T staff and regular staff. Still narrow variety of options for gifted children-virtually no options for highly gifted. Need State school for G/T.

KANSAS: Teacher shortage, funding resources, regular education support.

KENTUCKY: Identification and scope of programs.

LOUISIANA: Method of teacher and program evaluation.

MAINE: Setting appropriately high standards for G/T programs. Re-examining ID provisions.

MARYLAND: LEA program - integration of G/T programs with regular or general education curriculum and evaluation of program quality measured against our Criteria for Excellence.

MASSACHUSETTS: Diversity can product lack of standards/criteria. Many districts do not have programs.

MICHIGAN: More training - leaders. More uniform procedures for: staff development, identification, evaluation. Guidelines from the State on the specifics.

MINNESOTA: I need an assistant to serve the needs of the districts and to conduct program reviews.

MISSISSIPPI: Program evaluation, available resources, teacher certification requirements, and coordination of a total program.

MISSOURI: High school.

MONTANA: Funding, teacher training (university), philosophies on educating students.

NEBRASKA: Program content, in-service for all teachers.

NEVADA: A State Dept. of Ed. consultant assigned to the program on, at least, a half-time basis. Sufficient funds and a stable funding mechanism to assure programs on a continuing basis.

NEW HAMPSHIRE: Training of teachers, administrators, ed. specialists re: the needs of G/T (and most effective strategies for meeting their needs). Stabilizing State support of local program development/implementation. Clarification of minimum standards for a substantial G/T program.

NEW JERSEY: Funds - administrative and teacher training programs, differentiated curriculum development.

NEW YORK: The need to develop differentiated curriculum. Helping teachers develop proper instructional strategies to cope with the learning styles of G/T students.

NORTH CAROLINA: Program scope & sequence across grade levels within the LEA. Utilization of non-traditional service delivery methods.

OHIO: Teacher training is our weakest component. We are improving rapidly with more trained university people and new validation requirements by 1/1/87. We also need more teachers in rural areas of the State because of: lack of resources, inaccesibility, apathy, provinciality, etc.

OKLAHOMA: Teacher in-service.

OREGON: Budget and staff development

PENNSYLVANIA: Teacher training and certification, consistent monitoring of programs and due process procedures.

SOUTH CAROLINA: evaluation and alternatives to pull-out programs.

SOUTH DAKOTA: Information to more people on giftedness. Changes in personnel at college/university level for teacher training in general and in G/T education coursework. Establishment of program evaluation. Regular educator staff development. Administrator commitment and development of support groups.

UTAH: All, except special academic.

VERMONT: Number of students served. Funding.

VIRGINIA: Certification, identification procedures, curriculum development with objectives and performance standards.

WASHINGTON: Program evaluation and identification of giftedness among minority populations.

WEST VIRGINIA: Response of general education to special education students; ie, portion of school day/week when student is not with a teacher of the gifted.

WYOMING: More curriculum assistance. More stable state funding, and evaluation models for implementation at district level.

II

6. In response to the question on whether states had successful examples of cooperation between business and industry and education . . .

31 responded YES
9 responded NO
9 responded UNKNOWN, LOCAL, or NOT APPLICABLE

States responding "YES" are:

Alabama
Alaska
Arkansas
California
Connecticut
Washington, DC
Florida
Georgia
Hawaii
Idaho
Kentucky
Louisiana
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
New Hampshire
North Carolina
Ohio
Oklahoma
Oregon
Rhode Island
South Dakota
Utah
Vermont
Virginia
Washington
West Virginia

II

7. DESCRIBE ANY INTERESTING RESEARCH EFFORTS TAKING PLACE IN YOUR STATE

ALASKA: Use of Baldwin ID Matrix
Tom Prentiss, School Psychologist
Juneau Borough Schools
Juneau, AK 99801

Study of G/T teachers - needs and programs
George Mastroyanis, G/T Teacher (Ph.D. candidate)
Sherrod Elementary School
Box AB
Palmer, AK 99645

ARKANSAS: Follow-up study of 5 years' Governor's School participants. Results ready - last spring,'86, State Department of Education.

CALIFORNIA: '83-'84 California Assessment Program - Comparison of statewide average and GATE student score. (Contact State Consultant)

CONNECTICUT: Pre-school readers study conducted by:
Dr. Sarah Sparrow
Yale Child Study Center
Yale-New Haven Hospital
New Haven, CT

FLORIDA: Florida is currently examining its definition and the limiting factor of IQ. It is hoped that, by the planned activities of '85-'87, perhaps a rule revision will occur.
Judy Miller, Program Specialist, Gifted Education
Knott Building, Tallahassee, FL 32301

HAWAII: There may be some studies at the University of Hawaii Curriculum Reserach and Development Group.

ECIA Chapter 2 Developmental Guide - New Tools in International Understanding - Project Director, Dr. Margaret A. Donovan

IOWA: New legislation may be enacted that would provide $900.00 per gifted student of State money. There would be no %-size limitation of number of children served, as long as all are identified according to State approved ID sequences.

KENTUCKY: Involved in a curriculum writing project for G/T to be in effect by the '86-'87 school year. Research is also being conducted in identification, evaluation, and delivery systems. Contact State Consultant.

MAINE: Disadvantaged ID project
Patricia O'Connell, State Consultant
MDECS, State Hosue Station #23
Augusta, ME 04333

MASSACHUSETTS: A curriculum study and new testing programs are underway. Similarly, a new process for data collection from school districts about programs for gifted, talented is underway. Contact State Consultant.

MONTANTA: Kalispell School District - Rural school working with highly gifted students (150 IQ). Contact State Consultant.

NEBRASKA: The Guidance Lab for Gifted at UNL (University of Nebraska - Linolcn) Dr. Barbara Kerr began offering counseling and career guidance services for Nebraska secondary students several years ago. Students are brought to campus and are tested, interviewed, and guided concerning career choices. Research has been conducted regarding these students; ie, females have lower career aspirations than male students. The lab is also doing research with gifted adults using Gardner's multiple intelligence theory.
Bobbi Meyers, Director
Guidance Lab for Gifted Students
The University of Nebraska-Lincoln
Lincoln, Nebraska

NEVADA: Doctoral dissertation including a description of programs for the academically talented in Nevada during the last ten years.
Jane Early, State Consultant

NEW HAMPSHIRE: Dr. Martha Cray-Andrews, Dept. of Ed., Notre Dame College, 2321 Elm Street, Manchester, NH 03104: Research of learning styles of gifted children -

Tali Robertson, Daniels Hill Rd., Keene NH 03431 - Research on Underachieving Gifted and Gifted Girls.

Peggy Walkers Stevens, 4 Pinnacle Rd., Amherst 03031 - Research on using the writing process with gifted children, teaching thinking skills, and leadership training.

Carol Marceri, Pelham Memorial Schol, Pelham 03076 - Advanced work with gifted and puppetry.

NEW JERSEY: For the past two years, the DOE has funded a total of 29 gifted programs which will serve as model demonstration programs for the state. Workshops highlighting these programs are planned.

NEW YORK: Plans for the development of Regional Schools of Excellence are evolving. School districts and BOCES have been asked to submit proposals and planning grants will be awarded. The 1985-1986 Executive Budget contained a $1,000,000 request for this purpose. Contact the State Director's Office.

OHIO: We are doing some good things at Kent State University (Joanne Whitmore and Jim Delisle), Cleveland State Unviersity (Elyse Fleming), Wright State University (Jim Webb), and many of our larger school districts are preparing for presentations at State and national conferences.

OKLAHOMA: Assessment Model for Native American G/T Studetns:
Stuart Tonemah, AIRD
1634 HAlley Drive, Building #801
Norman, OK 73069

SOUTH DAKOTA: A group of 12-15 people, who have been teaching or coordinating programs for the gifted for 3-5 years, have initiated a limited research project. The questions of effectiveness of programming is basic, and the group is proposing a "State of the Art" report with current needs clearly identified and recommendations to address those items. Project duration is 5/86, with availability from State Director's Office.

WASHINGTON: Contact: University of Washington, Dr. Mildred Kersch and Dr. Nancy Robinson, Seattle, Wash.

II

8. Impressions for the future:

A. Have you benefitted from the Federal Economic Security Act?

| YES | NO | HARD TO SAY |
|---|---|---|
| 4 | 31 | 6 |

B. What effect has the reform efforts in your state had on G/T?

| HELPED | NO EFFECT OR MIXED | HURT |
|---|---|---|
| 35 | 3 | 3 |

C. How has G/T programs fared in your state in the past year?

| GROWN | THE SAME | DECLINED |
|---|---|---|
| 38 | 5 | 2 |

II

9. Are there special provisions for admitting low income or minority students in any of your schools?

| | |
|---|---|
| ALABAMA | Chapter I regulations |
| ALASKA | ID matrix used in schools w/ large minorities |
| ARIZONA | Supported by legislation and encouraged by State Director |
| ARKANSAS | Case study approach recommended. LEA's required to provide evidence that non-discriminatory instruments and procedures are used. |
| CALIFORNIA | Districts required to design methods to seek out and identify G/T pupils from varying linguistic, economic, and cultural backgrounds. |
| COLORADO | NO |
| CONNECTICUT | State policy alludes to each G/T Program in each district reflecting or mirroring the population it serves. |
| DELAWARE | No |
| DISTRICT OF COLUMBIA | Yes, State policy on identification and standards. |
| FLORIDA | re-examining definitions and the limitations of IQ tests. It is anticipated that a greater number of minorities will be represented. |
| GEORGIA | NO |
| HAWAII | NO |
| IDAHO | NO |

| | |
|---|---|
| ILLINOIS | Provisions vary and include specialized identification techniques at local level. include specific % of all populations in programs |
| INDIANA | |
| IOWA | Child Advocate or Child Study Team Approach |
| KANSAS | NO (However, options available to individual programs to alter State criteria.) |
| KENTUCKY | Local decision |
| LOUISIANA | Local decision. Usually special, non-biased test instruments are used in screening and assessment |
| MAINE | working on it |
| MARYLAND | No |
| MASSACHUSETTS | We include TAG programs among our special State funding to districts that are under court-mandated segregation. Encourage G/T programs among the bilingual programs |
| MICHIGAN | Local decision - no State standard procedures |
| MINNESOTA | Different identification procedures in different schools |
| MISSISSIPPI | Local decision with State approval |
| MISSOURI | Special student evaluation model designed by the school and approved by the State |
| MONTANA | No |

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|---|---|
| NEBRASKA | NO |
| NEVADA | Through Program Standards |
| NEW HAMPSHIRE | No |
| NEW JERSEY | No (future guidelines will) |
| NEW MEXICO | |
| NEW YORK | No |
| NORTH CAROLINA | No |
| NORTH DAKOTA | |
| OHIO | No |
| OKLAHOMA | Local decision |
| OREGON | Stipulated by Administrative Rule |
| PENNSYLVANIA | No |
| RHODE ISLAND | No |
| SOUTH CAROLINA | No |

| | |
|---|---|
| SOUTH DAKOTA | Broadened screening techniques, more subjective data used in high minority schools. Local decision |
| TENNESSEE | No |
| TEXAS | |
| UTAH | No |
| VERMONT | No |
| VIRGINIA | Local decision |
| WASHINGTON | Seattle School District has a policy defining provisions for adjusted admissions to optional programs, such a gifted programs. |
| WEST VIRGINIA | Economically disadvantaged, English as second language, and handicapped students must be placed if they obtain a score of two or more S-D above the mean on either the Verbal or Performance section of the psychological evaluation. One standard error of measurement must be applied. |
| WISCONSIN | No |
| WYOMING | Local decision |

II

10. Describe something new that you're plannning to do in your state this year and are excitied about

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|---|---|
| ALABAMA | |
| ALASKA | 1) Increase Talent Search efforts<br>2) Would like to continue funding the G/T Teacher Incentive Projects (if funds allow) for FY 86. |
| ARIZONA | Arizona is hiring a full-time G/T Coordiantor and is in the process of establishing certification requirements for gifted teachers. |
| ARKANSAS | 1) Implement Teacher certification. 2) Implement skill-specific training program for AP teachers. 3) Work with AS Ed. Service Cooperative G/T Supervisors. 4) Fund additional summer programs. 5) Work with 2 new university personnel hired to develop MA in G/T Grad. program. 6) New Progarm Approval Standards |
| CALIFORNIA | 1) Increase funding base. 2) Encourage involvement in International Baccalaureate, Future Problem Solving, Olympics, etc. 3) Involve businessmen in greater numbers. 4) Handbook for counselors |
| COLORADO | Personalized Education Project - a comprehensive approach to providing for the broad range of students |
| CONNECTICUT | 1) Mandate 2) Commitment of business/industry to G/T 3) Networking of professionals through 6 regional education centers to establish regional teacher support groups 4) Continual emergence of new opportunitise for G/T |
| DELAWARE | Need organization/general uniformity in the state. Statewide Council completing program standards hopefully to be approved by State Board. Should have a very positive impact on identification, programming and evaluation. |
| DISTRICT OF COLUMBIA | Developing a model and evaluation design for exemplary g/t programs |
| FLORIDA | G/T program study should yield some interesting results . |
| GEORGIA | |
| VAII | Developing a scope and sequence coordinated with regular education. |
| IDAHO | Looking forward to forming a TAG chapter - being part of CEC may gain us support. Each LEA is attempting to become part of a network, possibly with the formation of a newsletter to cut down on the feeling of isolation. |

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| ILLINOIS | Expansion of services to high aptitude science and math students. |
| INDIANA | |
| IOWA | |
| KANSAS | Long range plan for gifted<br>Attempts to serve high ability students not identified as gifted |
| KENTUCKY | Kentucky is involved in a curriculum writing program for G/T to be in effect by 86-87 school year. Research in identification, evaluation & delivery systems |
| LOUISIANA | Talent programs have been established in only a few of our 66 school districts. This year at the request of the LEAs, I will be assisting at least 3 districts to establish Talent Programs. |
| MAINE | Plans for implementing the Mandate - how to do it so that it works |
| MARYLAND | K-3 program efforts. Greater integration of G/T w/ regular Ed. Expansion of program encouraging LEAs to voluntarily evaluate their G/T program through State directed on-site review & follow up technical assistance. |
| MASSACHUSETTS | Closer linkeages w/ bilingual education and school/business partnerships. |
| MICHIGAN | - Pilot identification project<br>- Team evaluation of LEAs<br>- Developing handbook - State Plan - Comprehensive programming |
| MINNESOTA | |
| MISSISSIPPI | - Training workshops for coaches & students in Future Problem Solving<br>- Redesigning the pilot proposal format for G/T program approval |
| MISSOURI | 1. Establish Teachers Training Academy. 2) Require gifted ed. K-12 as part of schools classification/accreditation standards. 3) Legislation for residential school in Math-Science. 4) Establish a Fine Arts Summer Academy |
| MONTANA | Maintanence year due to funding - we are targeting growth with rural district cooperatives & growth in university summer programs. |

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| NEBRASKA | Rewriting Rules w/ provisions to insure more quality & depth. Holding staff development sessions to introduce the new Rule. The Nebraska Scholars Institut is also an exciting project. |
| NEVADA | Foster consideration for full (or part) time consultant at the State level. Try to maintain programs in the face of cut-backs, particularly if a Gramm - Rudman-like bill is passed by Congress. |
| NEW HAMPSHIRE | Many exiting plans!! Awaiting review & approval by the new State Action Committee on G/T & Commissioner. |
| NEW JERSEY | 1) Regional workshops for teachers/administrators highlighting successful G/T programs. 2) Continue annual Gifted Ed. Forum. 3) Encourage passage of funding legislation. 4) Develop Administrative Code and State Guidelines. 5) G/T survey. 6) Print/disseminate model programs. |
| NEW MEXICO | |
| NEW YORK | Enable more students to become involved with AP programs. Provide opportunities for smaller high schools to offer some of these courses to their more able students. |
| NORTH CAROLINA | Awareness conference for guidance counselors to better acquaint them with nature & needs & many dimensions of NC's programs & opportunities. |
| NORTH DAKOTA | |
| OHIO | 1) Guide for the Development of a Course of Study for Gifted Students..<br>2) Twelve summer institutes for G/T students. |
| OKLAHOMA | Networking in four areas<br>Teleconferencing to networks - Programs that work in Oklahoma. |
| OREGON | |
| PENNSYLVANIA | Commissioner of Basic Education has set up a Task Force on G/T. Hopefully, this will improve State/LEA communications and more accurately address program and administrative needs. |
| RHODE ISLAND | |
| SOUTH CAROLINA | Statewide evaluation |

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| SOUTH DAKOTA | Weekend courses for teachers/administrators in preparation for full certification. Educators in the field are requesting these courses. |
| TENNESSEE | Summer programs at local school system level funded by state. |
| TEXAS | Institutes for teachers of young disadvantaged gifted students. |
| UTAH | Hold a dissemination conference sponsored by Richardson Foundation on the Pyramid Project. |
| VERMONT | Pilot program for pre-school screening of kids for exceptional abilities as well as deficits. |
| VIRGINIA | All local school divisions will submit plans for gifted education to the Dept. of Ed. Plans will be reviewed and approved. Each must be a description of a K-12 continuum of services curriculum, evaluation, and how training inservice will be provided to the teachers designated for the programs. |
| WASHINGTON | Excited about being a part of state-networking/leadership functions which are critical to SEA and focusing upon developing a long range plan. |
| WEST VIRGINIA | 1) Model IEP format. 2) Formalizing Advisory Council for Governors Honors. 3) Develop model for providing assistance/supervision in classroom for new teachers of G/T. 4) Competency-based examination for G/T teachers. |
| WISCONSIN | Statutory reference to gifted/talented for first time. First State funds allocated for a G/T consutlant. |
| WYOMING | |

# SPECIAL INITIATIVES

| SPECIAL INITIATIVES | STATE-SUPPORTED SUMMER PROGRAMS |
|---|---|
| Alabama | (none) |
| Alaska | (none) |
| Arizona | (none) |
| Arkansas | Arkansas Governor's School for the Gifted And Talented<br>Dr. Bruce Haggard<br>Hendrix College, Conway, AR 72032<br>400 Students, grade 11<br>English, Social Studies, Science, Math, Choral Music, Instrumental Music, Philosophy, Personal/Social Development Drama and Visual ARts<br>AEGIS programs<br>Tommy R. Venters<br>Diane Sydoriak<br>Department of Education<br>Little Rock, AR 72201<br>High School students in selected programs around the state, residential or day programs |
| California | (none) |
| Colorado | (In part) Clayton Foundation - Summer Institute for the Arts and Humanities |
| Connecticut | Center for Creative Youth<br>B. Joan Hickey, Director<br>Wesleyan University, Middletown, Ct.<br>200 residential 9-12 graders<br>Arts - talented<br>5 weeks<br><br>Young People's Institute, UConn<br>Dr. Karen List<br>East Conn, Rte. 203, North Windham, CT 06256<br>150 residential 4-12 graders<br>Academics/arts<br>2 weeks<br><br>Western Adventures - W. Conn State University<br>Claudette Oles<br>RESCUE RR #2, Goshen RD., Litchfield 06759<br>100 residential 4-8 graders<br>Academics/Arts<br>2 weeks |
| Delaware | Governor's School for Excellence<br>Hope Tyler<br>Governor's Office, Wilmington, DE<br>85 10th graders<br>Enrichment in the arts<br>1 week |

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| District of Columbia | Gifted/Talented Summer Experience<br>Phyllis D. Hines<br>13th & Independence Ave., SE<br>Washington, DC 20003<br>400 students, grades 2-9<br>4 weeks |
| Florida | Each year the State offers money to colleges and universities to provide summer programs - the names and locations change each summer |
| Georgia | |
| Hawaii | Summer Program for the Advancement of Basic Education (SPEBE)<br>Mrs. Nancy Hiu<br>General Education - Office of Instruction<br>Honolulu, HI 96825<br>117 students, grades 10 & 11<br>Seven centers - varied curriculum<br>5½ to 6 weeks |
| Idaho | Several districts - on their own- provide summer programs for G/T students with teacher training component |
| Illinois | Special funding available for gifted/remedial summer school on formula basis ($1,000 minimum on application basis) |
| Indiana | |
| Iowa | (none) |
| Kansas | Yes (no information provided) |
| Kentucky | Humanities Institute<br>Nijel Clayton - KDE<br>Frankfort, KY 40601<br>35 high school students<br>music, art, architecture<br>2 weeks<br><br>Governor's Scholars Program<br>Lil Press<br>Frankfort, KY 40601<br>(Program organized through the governor's office.) |

Louisiana

(none)

Maine

Maine Summer Humanities Program
Pat O'Connell/Val Seaberg
Gifted Education - MDECS
State House Station #23
Augusta, ME 04333
60 11th graders
humanities
2 weeks

Maine Summer Arts Program
(Same as above)
75 10th & 11th graders
Arts
2 weeks

Pulp and Paper Science Program
Pat Kleine
School of Education, Shibles Hall
University of ME at Orono
Orono, ME 04469
40 11th graders
science
2 one-week sessions

Maryland

Maryland Summer Centers for G/T
Dr. Toni Favazza Wiegand
2,600 4-12 graders
Humanities/Science/Arts

Massachusetts

(none)

Michigan

Michigan State Board of Ed. Summer Institutes for the Arts and Sciences
Chris Kitzman, Coordinator
Washtenaw Intermediate School District
Wagner Road, Ann Arbor, MI (313) 996-3203
500 10th & 11th graders
Varies in the arts & sciences
2 weeks, residential

Minnesota

(none)

Mississippi

Governor's School (partially state funded)
Dr. Guy Rose
Miss Univ. for Women, Columbus, 39701
150 11th & 12th graders
15 different major work courses
3 weeks

Missouri

MO Scholars Academy, Univ. MO - Columbia
Robert Roach, Dir., Gifted Program
P. O. Box 480, J.C., MO 65102
300 + students, 11th graders
Academics
3 weeks

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|---|---|
| Montana | Local districts received grants for 84-85.<br>None for 1985-1986 |
| Nebraska | Nebraska Scholars Institute<br>Sue Wood, Ed. Psych. Dept.<br>University of Nebraska - Lincoln<br>225 high school juniors<br>Math/Science - Communications, Social Science<br>Integrated Arts<br>2 weeks<br><br>Summer Enrichment Experience<br>Larry Petterman, Kearney State College<br>600 5th-9th graders<br>All content areas<br>2 weeks<br><br>Summer School for Gifted<br>Dr. Helen Howell<br>University of Nebraska, Omaha<br>400 students, age 4 through 12th grade<br>all subject areas<br>2-3 weeks |
| Nevada | (none) |
| New Hampshrie | 1984 pilot summer program - may be available<br>1986 |
| New Jersey | Drew University - NJ Governor's School<br>Bob Fenstermacher, Dir., Drew Univ.<br>36 Madison Ave., Madison 07940<br>100 11th graders<br>Math/Science<br>4 weeks<br><br>NJ Governor's School - Monmouth College<br>Jim and Cheryl Keen, Directors, Monmouth Colleg<br>West Long Branch 07764<br>100 11th graders<br>Global issues and the future<br>4 weeks<br><br>NJ Governor's School - Trenton State College<br>Glenn Rodman, Director<br>Trenton State College<br>Hillwood Lakes, Trenton 08625<br>100 11th graders<br>Arts<br>4 weeks |
| New Mexico | |

| | |
|---|---|
| New York | Summer School of the Arts<br>Mary Daley<br>Room 681, EBA, State Ed. Dept.<br>Albany 12234<br>500 high school students<br>Arts<br>6 weeks |
| North Carolina | The Governor's Schools of NC<br>Mary Jane Mills, Div. for Except. Children<br>Education Bldg., Raleigh 27611<br>800 11th and 12th graders<br>Academics/arts/philosophy/psychology<br>6 weeks |
| North Dakota | (none) |
| Ohio | Martin W. Essex School for the Gifted<br>George Fichter<br>The Ohio Dept. of Ed.<br>933 High St., Worthington 43085<br>600 rising seniors<br>"Investing in the Future" art/science/humanities<br>one week, residential<br>(1986 - 12 Summer Institutes same as above)<br>serving 300 rising juniors and seniors<br>3 weeks, all curriculum areas |
| Oklahoma | (none) |
| Oregon | (none) |
| Pennsylvania | Governor's School for the Arts<br>Art Gatty<br>PA Dept. of Ed., 333 Market St.,<br>Harrisburg, PA 17126<br>225 11th & 12th graders<br>Arts/Leadership<br>5 weeks<br><br>Governor's School for the Sciences<br>(See above)<br>100 11th and 12th graders<br>Sciences<br>5 weeks<br><br>Governor's School for International Affairs<br>(See above)<br>100 11th and 12th graders<br>Economics/History/Foreign Languages/etc.<br>5 weeks |
| Rhode Island | (none) |

South Carolina

Governor's School for the Arts
Virginia Uldrick
Box 2848, Greenville Co. School District
Greenville, SC 29602
250 10th-12th graders
Arts
5 weeks

Governor's School
Dr. Rew Godow
College of Charleston, Charleston, SC 29524
250 8th and 11th-12th graders
Physical Sciences/Humanities/Social Sciences/
Math
5 weeks

South Dakota

Black Hills G/T. Institute
Randy K. Morris
BHSSC - 181 Cliff, Deadwood, SD 57732
50 7th through 12th graders
Academics/Arts/Social/Affective
6 days

Governor's Camp for the Gifted
Dr. Bruce G. Milne
School of Education, USD, Vermillion 57069
90 7th-9th graders
Academics/Arts/Computers
6 days

Discovery Camp
Cindy Heupel, Aberdeen School District
203 Third Ave., SE, Aberdeen 57401
60 4th-6th graders
General Exploratory & in-depth Arts/Academics
2 weeks

Tennessee

3 Governor's Schools
Joel Walton, Gifted Education, TN Dept. Ed.

Texas

Texas Governor's School

Utah

Beyond the Basics (partial funding)
Maurice Wilkinson
Granite School Dist. 340 East 3545 South
Salt Lake City 84115
250 first - 6th graders
10 classrooms with different models
4 weeks

Weber School District/Weber State College
Dr. Reed Spencer, 1122 Washington Blvd.
Ogden, 84404
200 6th graders
A variety of programs
one week

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|---|---|
| Vermont | Governor's Institute on the Arts<br>Christin Graham, RD #1, Box 425<br>Arlington, VT 05250<br>118 9th-12th graders<br>Arts<br>3 weeks<br><br>Governor's Institute on Science/Technology<br>(Same)<br>60 9th-12th graders<br>Science<br>2 weeks<br><br>Governor's Institute on International Affairs<br>(Same)<br>60 9th through 12th graders<br>Global concerns, awareness, action<br>one week |
| Virginia | Governor's School programs<br>700 6th-12th graders<br>Interdiscliplinary/mentorship, arts/science<br>4-6 weeks |
| Washington | Centrum, Port Townsend, WA 98368<br>Dr. Joe Wheeler<br>5th-12th graders, varied number of students<br>Primarily focuses on the arts<br>Varies - uses a workshop format |
| West Virginia | Governor's Honors Academy<br>Dr. Barbara Jones<br>150 students, 11th graders<br>Acceleration/enrichment/humanities<br>4 weeks |
| Wisconsin | None |
| Wyoming | High School Institute<br>Kathleen Avery, Assistant to the Dean of College of Arts and Sciences<br>University of Wyoming, Laramie 82071<br>75 10th & 11th graders<br>Arts/Sciences<br>4 weeks |

| SPECIAL INITIATIVES | STATE-SUPPORTED SATURDAY/AFTER SCHOOL PROGRAMS |
|---|---|
| Alabama | (none) |
| Alaska | (none) |
| Arizona | (none) |
| Arkansas | (none) |
| California | (none) |
| Colorado | (none) |
| Connecticut | Saturday Semester<br>Sally Reis, Director, UConn<br>School of Ed., U-7, Storrs 06062<br>K-8, Arts/Academics<br>6 Saturdays, 3 hours, each semester<br><br>Super Saturday<br>A. White, Ed. Center for the Arts<br>Audubon St., New Haven<br>300 students, grades 4-8<br>Academics<br>6 Saturdays, each semester<br><br>Project Learn<br>William D. Matteu, Project Learn<br>Box 220, E. Lyme, Ct. 06333<br>150 students, grades 4-8<br>Academics<br>6 Saturdays, each semester |
| Delaware | (none) |
| District of Columbia | Regional - Fine Arts Council<br>Trs. Thomasing Portius<br>Nalle Ed. Center, 53rd & C Sts.,SE<br>100 students, grades 2-6<br>Music<br>7 months<br><br>Saturday Academy<br>Dr. Winsom Coleman, 4200 Conn. Ave., NW<br>86 students, 7-8 grades<br>Math/science/computer/electrical/engineering<br>2 10-week cycles, one 5-week summer cycle<br><br>Youth in Engineering and Science<br>(Same)<br>100 students, grades 7-12<br>Math/Science<br>School year plus summer |

| | |
|---|---|
| Florida | (None) |
| Georgia | |
| Hawaii | Enrichment Program for Secondary Language Arts<br>Ms. Judy McCoy, General Education<br>189 Lunalili Home Rd., Honolulu 96825<br>210 students, grades 10 & 11<br>Enrichment in Language Arts<br>6 Saturdays |
| Idaho | (None) |
| Illinois | Encouraged only to extent that these programs are integral to the curriculum offered to identified students during the regular school dat |
| Indiana | |
| Iowa | (None) |
| Kansas | (None) |
| Kentucky | (None) |
| Louisiana | (None) |
| Maine | (None) |
| Maryland | (None) |
| Massachusetts | (None) |
| Michigan | (None) |
| Minnesota | (None) |
| Mississippi | (None) |
| Missouri | Conducted by local school districts with 50% state funding |
| Montana | (None) |
| Nebraska | (None) |
| Nevada | (None) |
| New Hampshire | (None) |
| New Jersey | (None) |
| New Mexico | |
| New York | (None) |
| North Carolina | (None) |

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|---|---|
| North Dakota | (None) |
| Ohio | (None) |
| Oklahoma | (None) |
| Oregon | (None) |
| Pennsylvania | (None) |
| Rhode Island | (None) |
| South Carolina | (None) |
| South Dakota | South Dakota Oddyssey of the Mind<br>Peggy Cooper, State Director<br>300 Forest, Vermillion 57069<br>100 students, K-12<br>Creative Problem Solving<br>September through June, each year<br><br>South Dakota Future Problem Solving Program<br>Margaret Cunningham<br>2324 Mockingbird Circle, Sioux Falls 57103<br>800 students, grades 4-12<br>Problem Solving, Futures<br>September through June, each year |
| Tennessee | (None) |
| Texas | (None) |
| Utah | (None) |
| Vermont | (None) |
| Virginia | (None) |
| Washington | (None) |
| West Virginia | (None) |
| Wisconsin | (None) |
| Wyoming | (None) |

| SPECIAL INITIATIVES | RESIDENTIAL SCHOOLS |
|---|---|
| Alabama | Alabama School of Fine Arts<br>Dr. James Nelson (205-253-9241)<br>Grades 7-12<br>Academic and Specialty Area<br>9 Months |
| Alaska | (None) |
| Arizona | (None) |
| California | (None) |
| Colorado | (None) |
| Connecticut | (None) |
| Delaware | (None) |
| District of Columbia | (None) |
| Florida | Florida School of the Performing Arts<br>St. John's River Community College<br>Palatka, FL<br>High School<br>Drama/arts/music |
| Hawaii | (none) |
| Idaho | (None) |
| Illinois | Illinois School of Science and Mathematics Academy; full time residential school for 10-12 grades. |
| Indiana | |
| Iowa | (None) |
| Kansas | (None) |
| Kentucky | (None) |
| Louisiana | LA School for Math, Science and the Arts<br>Dr. Robert Alost (318-357-0606)<br>Not under G/T jurisdiction - receives separate funding |
| Maine | (None) |
| Maryland | (None) |
| Massachusetts | (None) |
| Michigan | (None) |

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|---|---|
| Minnesota | (None) |
| Mississippi | (None) |
| Missouri | (None) |
| Montana | (None) |
| Nebraska | (None) |
| Nevada | (None) |
| New Hampshire | (None) |
| New Jersey | (None) |
| New Mexico | |
| New York | (None) |
| North Carolina | NC School of Science and Mathematics<br>Charles Eilber, Director, W. Club Blvd.<br>Durham 27705<br>400+ students in 11th and 12th grades<br>Full high school program w/ emphasis on math and science. Academic year.<br><br>NC School of the Arts<br>Dirk Dawson, Box 12189<br>Winston-Salem 27117<br>800± students grades 7 through college<br>Visual and performing arts<br>Academic year |
| North Dakota | (None) |
| Ohio | (None) |
| Oklahoma | (None) |
| Oregon | (None) |
| Pennsylvania | (None) |
| Rhode ~~Sialdn~~ Island | (None) |
| South Carolina | (None) |
| South Dakota | (None) |
| Tennessee | (None) |
| Texas | (None) |
| Utah | (None) |

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|---|---|
| Vermont | (none) |
| Virginia | (none) |
| Washington | (none) |
| West Virginia | (none) |
| Wisconsin | (none) |
| Wyoming | (none) |

| SPECIAL INITIATIVES | STATE-SUPPORTED SUMMER INSTITUTES FOR TEACHERS |
|---|---|
| Alabama | (None) |
| Alaska | Identification and Curriculum<br>Christine Niemi<br>3 weeks<br>approximately 50 |
| Arizona | (None) |
| Arkansas | (None) |
| California | (None) |
| Colorado | (None) |
| Connecticut | Confratute<br>Joseph S. Renzulli, UConn<br>U-7, Storrs, CT 06268<br>2 weeks<br>600 |
| Delaware | (None) |
| District of Columbia | G/T Summer Program for Teachers<br>Phyllis D. Hines<br>G/T Ed. Program<br>13th & Independence Ave., SE, 20003<br>One month<br>60 teachers |
| Florida | State offers scholarships directly to teachers for coursework for certification |
| Georgia | |
| Hawaii | National/State Leadership Training Institute<br>Dr. Margaret Donovan<br>one week<br>6 teachers from Hawaii sponsored |
| Idaho | (None) |
| Illinois | Eighteen Educational Service Centers have responsibilities for providing training institutes for teachers of the gifted of 50 clock hrs. (Most during the summer) |
| Indiana | |
| Iowa | Contag '86<br>State Director of G/T<br>one week<br>90+ |
| Kansas | (None) |

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|---|---|
| Kentucky | (none) |
| Louisiana | (none) |
| Maine | Bowdoin Summer Institute<br>Patricia Kleine, Director of Training<br>College of Education, Shibles Hall<br>University of ME at Orono, Orono 04469<br>One Week<br>100+ |
| Maryland | (none) |
| Massachusetts | (none) |
| Michigan | (none) |
| Minnesota | (none) |
| Mississippi | (none) |
| Missouri | Two-day new teachers workshop<br>State Director of G/T |
| Montana | (none) |
| Nebraska | (none) |
| Nevada | (none) |
| New Hampshire | (none |
| New Jersey | (none |
| New Mexico | |
| New York | (none) |
| North Carolina | Teacher Training Institutes in Gifted Ed.<br>Ruby Murchison, Consultant, Except. Children<br>Ed. Bldg., RAleigh 27611<br>3 weeks<br>30 teachers |
| North Dakota | (none) |
| Ohio | (none) |
| Oklahoma | Oklahoma Summer Arts Institute<br>Mary Frates, 4020 Lincoln Blvd.<br>Oklahoma City 73105<br>3 weeks |
| Oregon | (none) |

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| Pennsylvania | (none) |
| Rhode Island | (none) |
| South Carolina | (none) |
| South Dakota | Topical Summer Conferences<br>State Director of G/T<br>Program length varies from 3 days to 2 weeks<br>300-400 teachers |
| Tennessee | (none) |
| Texas | (none) |
| Utah | (none |
| Vermont | (none) |
| Virginia | Summer Starts<br>Betsy Waring<br>Math & Science Center<br>Hartman Road<br>Richmond, VA<br>4 weeks<br>30 teachers |
| Washington | (none) |
| West Virginia | (none) |
| Wisconsin | (none) |
| Wyoming | (none) |

| SPECIAL INITIATIVES | STATEWIDE ORGANIZATION |
|---|---|
| Alabama | (none) |
| Alaska | AGATE<br>Marcia Romick - Fairbanks Schools |
| Arizona | AZ Association for G/T<br>Nina Nelson, President<br>Teachers, parents, students/administrators |
| Arkansas | Arkansans for G/T Ed.<br>Rick Tremblay, #1 Spike Cove<br>Pine Bluff 71603<br>400<br><br>AGATE Council of Educators<br>Tommie Sue Anthony, 705 Hapsburg<br>Jacksonville 72076<br>250<br><br>Olympics of Mind Coaches Association<br>Ralph Williams, 3618 South "O"<br>Fort Smith 72903<br>165+ |
| California | CA Association for the Gifted<br>Judith Roseberry, Pres.<br>Garden Grove Unified School District<br>10331 Stanford Ave.<br>Garden Grove, 92640<br><br>Parent Council of CAG<br>Andrea Wernette, Chair<br>7080 River Crest Drive<br>Anderson 96007 |
| Colorado | Colorado Association for G/T<br>Kaye Wergedal, 2265 Vassar Ave.<br>Englewood 80110<br>Teachers, Parents, Administrators, etc.<br>400± |
| Connecticut | CT Association for the Gifted<br>Sherry Earle, 10 1st St., Danbury 06810<br>Parents/Professionals<br>4000±<br><br>State Network - Teachers of G/T<br>Betty Shibles, 4 Eagleville Rd.,<br>Mansfield 06268<br>Teachers<br>200+ |

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| Delaware | Delaware TAG<br>Mrs. Terry Flood, Rehobeth Jr. High<br>Rehobeth, DE<br>50 |
| District of Columbia | DC Parent Advocacy Group for the G/T<br>Mrs. Tony Ford, G/T Ed. Prog. - Bryan<br>13th & Independence Ave.,SE 20003 |
| Florida | Gifted<br>Judy Miller, P. O. Box 1466<br>Tallahassee 32302<br>250 |
| Georgia | |
| Hawaii | Hawaii Assoc. for Intellectually Gifted Children<br>Susan Spangler<br>P. O. Box 22878<br>Honolulu 96822<br>200<br><br>Hawaii State Advisory Council<br>Dr. Margaret Donovan<br>30<br><br>Mensa Hawaii<br>Thelma White<br>1533 Liheliho St. #104<br>Honolulu 96822<br>296 |
| Idaho | The field is starting up a CEC/TAG |
| Illinois | Illinois Council for the Gifted<br>Linda Brissenden<br>313 Bible St., Flora 62839<br>6,000 parents<br><br>So. IL Planning Commission for Gifted Ed.<br>Janet Molinarolo, RR#1, Harrisburg 62946<br>100 Program Coordinators, Administrators, Teachers<br><br>No. IL Planning Commission for Gifted Ed.<br>Ruth Wright, Schaumburg CCSD#54<br>Schaumburg 60194<br>500 Program Coordinators, Administrators, Teachers |

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| Iowa | Iowa Talented & Gifted Assoc.<br>Dr. Janice Yoder, AEA 9, Bettendorf<br>500+ parents, teachers, admin., etc.<br><br>Gifted Forum<br>G/T State Director<br>35 G/T consultants, Central Office people, University people |
| Kansas | Kansas Association for G/T/C<br>Susan Sims, 406 E 10th, Lyndon 66451<br>Anyone - 500 members |
| Kentucky | KAGE<br>Doris Mills - Daviess County Schools<br>Owensboro<br>7,000 people in support of G/T |
| Louisiana | LA Assoc. of G/T<br>Ms. Kay Coffey (504-282-7528) |
| Maine | MEGAT<br>Judith Malcolm, G/T Coordinator<br>McLain School, Rockland 04841<br>100 Teachers/Administrators |
| Maryland | Maryland Coalition for G/T Ed.<br>Katherine Rigler<br>5008 River Hill Rd., Bethesda 20016<br>200 members |
| Massachusetts | MA Assoc. for the Advancement of Individual Potential<br>Betsy Buchbinder, P. O. Box 65<br>Milton Village, Milton<br>500+ parents/teachers - anyone interested |
| Michigan | Michigan Assoc. for the Academically Talented<br>Katy Lux, 927 Iroquois, SE<br>Grand Rapids 49506<br>800-900, parents/ educators, interested others<br><br>MI Assoc. for the G/T/C<br>Carol Koesel, Monroe ISD<br>1101 S. Raisenville Rd., Monroe 48161<br>300 educators |

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| Minnesota | Minn. Educators of the G/T<br>Kathy Unger, 13150 Harriet Ave., S.<br>Apt. #392, Burnsville 55337<br>100 Teachers/Coordinators G/T<br><br>Minn. Council for the G/T<br>Lucie Taylor, 3075 Fairview Lane<br>Long Lake 55356<br>200 parents and teachers |
| Mississippi | Miss. Assoc. for Talented & Gifted<br>Melissa Grantham<br>836 Arlington St., Jackson 39205<br>250 teachers/parents/administrators |
| Missouri | Gifted Association of Missouri<br>Dede Smith, 2237 E. Rosebrier,<br>Springfield 65804<br>1,000 parents/educators/interested others |
| Montana | Montana Association of G/T Education<br>Beverly Flaten, Garfield School, Billings School Dist.<br>3212 - 1st Ave. So, Billings Mt. 59102<br>600 professional educators/parents/<br>concerned others |
| Nebraska | Nebraska Association for Gifted<br>Dennis Flood, Elkhorn Schools, Elkhorn, NE<br>800 parents/teachers/administrators |
| Nevada | (none) |
| New Hampshire | NH Support Assoc. for Gifted Ed.<br>Mary White, 12 Sawyer Rd.<br>Hampstead 03841<br>125 parents/students/educators/administrators |
| New Jersey | NJEGT, Carolyn Deal, Box 180, RD #2<br>Lambertville 08530<br>400+ teachers<br><br>Exceptional Child Council<br>Fran Gorman, 180 W. State St., Trenton 08607<br>NJ E.A. |
| New Mexico | |
| New York | AGATE, 8084 E. Seneca Turnpike, Manlius 13104<br>400 members |

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| North Carolina | NC Assoc. for the G/T<br>Dr. Linda Morris, 1756 Stonewood Dr.,<br>Winston-Salem 27103<br>800 parents & educators |
| | Parents for the Advancement of Gifted Ed.<br>Dr. Don Russell, 900 Brintonial Way<br>Winston-Salem 27104<br>200 parents/educators/local PAGE chapters |
| North Dakota | (none) |
| Ohio | Ohio Assoc. for Gifted Children<br>Nina Crosby, 7927 Hickory Hill<br>Cincinnati 45241<br>1,000 members |
| | Consortium of Ohio Coordinators for Gifted<br>Catherine Petrosky, Coordinator<br>Programs for G/T<br>Cincinnati City Schools<br>230 E. 9th St., Cincinnati 45202<br>300 members |
| Oklahoma | Oklahoma Assoc. of the G/T/C<br>Dr. Cathy Kass, POB 53276 - Capitol Complex<br>Oklahoma City 73152<br>250 teachers/parents |
| Oregon | Oregon Assoc. for T/G<br>P. O. Box 1703, Beavertown 97075 |
| Pennsylvania | PA Assoc. for Gifted Education<br>James LoGuidice, #22 Crosskeys Bldg.<br>Route 611 and 313, Doylestown 18901<br>560 members - Gifted |
| Rhode Island | State Advocates for Gifted Ed.<br>Barbara Reis, 42 Oregon Ave.<br>North Providence, 02911<br>Professionals and parents |
| South Carolina | SC Assoc. for T/G<br>Delores Gulledge, 424 Leton Dr.,<br>Columbia 29210<br>225 parents/professional educators |
| South Dakota | SD TAG<br>Joan K. Dunmire<br>210 St. Andrew, Rapid City 57701<br>300 parents/professionals |

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| Tennessee | Tennessee Association of Gifted |
| Texas | TX Assoc. for the G/T<br>Evelyn Hiatt, POB 1991, Austin 78767<br>1500 parents/educators/administrators |
| Utah | Utah Assoc. for G/T<br>Dr. Reed Spencer, Weber School District<br>1122 Washington Blvd., Ogden 84404<br>200 parents and educators |
| Vermont | Vermont Council for Educators of the G/T/C<br>Janet McKinnon, 1160 So. Main,<br>Middlebury 05753<br>60 teachers<br><br>Vermont Network for the Gifted<br>Dr. Iris Lash, C-150 Living/Learning Center<br>U.Vermont, Burlington 05405 |
| Virginia | Virginia Association for Education of Gifted r.<br>Sylvia B. White, 167 Crestview Dr.<br>Abingdon, VA 24210<br>parents/educators/concerned others |
| Washington | Northwest Gifted Child Association<br>P. O. B. 1226, Bellevue 98009<br><br>Washington Assoc. of Educators of the G/T<br>Educational Service District 121<br>1410 South 200 St., Seattle 98198<br><br>Washington Coalition for Gifted Ed.<br>P. O. Box 1226, Bellevue 98009 |
| West Virginia | WV Gifted Ed. Assoc.<br>Evelyn Kellerman<br>Whitethorn Elementary/1919 Maryland Ave<br>Bluefield 24701<br>300 teachers/parents/interested others |
| Wisconsin | Wis. Council for the G/T<br>3621 W. Allerton Ave., Greenfield 53221<br>200 parents & educators |
| Wyoming | Wyoming Assoc. for Gifted Ed.<br>Cindy Nicholson, 308 Rockpile Blvd.<br>Gillette 82716<br>125 Teachers/administrators/parents |